

Materials sent to Mr. C. L. Alexander, Standard Oil of New Jersey, Room 2131, Rockefeller Plaza, New York, New York.

1. NAEB Headquarters Report to Members
2. American Adventure
3. Contour Country
4. They Fought Alone
5. Grant-in-Aid Announcement
6. Document: Deep South
7. Series Distributed by the NAEB Tape Network and their Utilization - Supplement #2
8. WOI-TV Clearance Procedures
9. Radio Programming in the Face of TV
10. Summary Statement of TV and Radio Recording Rights
11. NAEB Network - In-School Programs
12. People Under Communism - Script No. 1
13. NAEB Directory of Members (October 1, 1954)
14. NAEB Engineering Committee Reports - Nos. 1-6
15. Newsletters for months of August, September, October
16. Interviewer Manual - NAEB Research Committee Report #1
17. Some Comparisons Between British and American Television - By John T. Suchy
NAEB Research Project #2
18. The Administrative Problems of the 10-Watt Educational FM Station by Lowell G. Perry (NAEB Research Project Report #3.)
19. Report of The NAEB In-School Writers' Seminar
20. Television Operations Committee Reports - Nos. 1-7/a Survey of Educational TV Stations.
21. *Hill's Thesis*
22. *Shornis letter to Active + Assoc. members*

Standard Oil
cc: Messrs. Ausmus
Newburn
Skornia

November 10, 1953

Mr. George Probst
Radio Office
The University of Chicago
Chicago 37, Illinois

Dear George:

On September 18 you sent me a memo covering the conversation which you and Graydon Ausmus had with Mr. Anderson of the Standard Oil Company of New Jersey on the general subject of financial support for the National Association of Educational Broadcasters. You indicated that Mr. Anderson strongly urged that the approach be in terms of a comprehensive program for a five year period rather than terms of special individual requests. You went on to say that you would welcome suggestions as to "appropriate next steps by either the Educational Television and Radio Center officials or by the NAEB."

While the issues bound up with this entire matter of fund raising have been reviewed with various interested parties over the past several weeks, the specific question raised in your memo has not yet had official reply. In the nature of the case I think it would be well for our exchange of views to be a matter of record.

To begin with I should make clear that in putting forth my comments at this time I am doing so as president of the Fund for Adult Education. While I shall continue to participate in the deliberations of the Board of Directors of the Center as a regular member of that group, I am no longer in any way a spokesman for the Center's official views. Only Mr. Newburn can speak in that capacity.

The Fund finds itself in this position: Almost from its inception the Fund has demonstrated a deep concern for strengthening and enhancing the prestige of the NAEB as a professional organization. There is no need for me to review the respective grants for various purposes nor the substantial financial support which they have entailed. Acting very largely on the basis of NAEB recommendations, the Fund has established the ETRC as a national agency having primary commitments to program development and inter-change, both in educational radio and television -- with the emphasis on the latter because of the present critical stage of development of this new medium.

November 10, 1953

In all its thinking and in all the actions it has taken the Fund has conceived of these two organizations as complimentary in the most complete sense. The closeness of the working relationship that the Fund has assumed would exist, is evidenced by the fact that the sole Advisory Committee to the Center to date has been and is a committee of the NAEB. There is the further consideration that one of the members of the NAEB Advisory Committee is also a member of the Board of the Center.

In giving support to both organizations, the NAEB and the Center, the Fund has been completely convinced that each had a monumental task in discharging its own special responsibilities toward the development of educational television and radio -- the one through determining and fostering thoroughly professional standards in all phases of educational broadcasting (and telecasting), and the other through providing in the field of education the functional equivalent of a programming "network". Clearly, both types of activity require financing and equally clearly the health of both organizations requires that financing be from a variety of sources. Fund raising will need to be a featured activity -- especially in the case of the Center which obviously has to aim at very substantial sums if educational broadcasting in the United States is really to come into its own, and if it is to graduate from the meager and ineffective scale of activity that has characterized educational radio during the years of its existence.

In short, from the Fund's point of view, these two organizations which it is helping to support in the mass media field both have important and clearly distinct fund raising responsibilities. It would be unwise and shortsighted in the extreme for either to make any effort toward preempting the field of the other. What is called for, then, is full assurance that no steps will be taken by either NAEB or the Center in this extremely crucial area of fund raising without mutual consultation and clearance as between the two organizations. We in the Fund are entirely confident that given such an arrangement there can be full and complete understanding at all times as to the fund raising activities for both organizations.

I know that you fully share our feeling that the potential of the mass media in education is too great to permit of any approaches that would run the risk of weakening the common effort. Accordingly, whatever specific decisions may be reached in individual instances it seems clear that the basic principle all of us have to adhere to is that of joint consultation and joint effort in behalf of common aims.

Sincerely,

C. Scott Fletcher

gc

Copy made, NAEB Headquarters,
November 16, 1953.

NAEB

19 6 3 OFFICE OF THE PRESIDENT

Friday

Dear Harry,

Very sorry indeed that you are laid up - hope you're feeling better. Take it easy and take care of your self.

The presentation to Standard oil was excellent. Hope something comes of it. I'll call Alexander if he doesn't call me next week.

Please send me a copy of the presentation - minus the exhibits - for my file. I called today to get a copy sent to New York so I have it in case I see Alexander.

Best

Graydon

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS



NAEB

Box 2002
University, Alabama

10 5 3
October 1, 1953

Mr. C. L. Alexander
Standard Oil of New Jersey
Room 2131
Rockefeller Plaza
New York, New York

Dear Mr. Alexander:

On September 17, Mr. George Probst and I called on Mr. David Anderson to present a request to Standard Oil of New Jersey for support of certain projects in educational broadcasting in which the National Association of Educational Broadcasters is interested. After a rather lengthy discussion, Mr. Anderson expressed considerable interest in the subject and suggested that I present the proposal to you in complete detail. He suggested also that I furnish you full background material on the National Association of Educational Broadcasters as an indication of the scope of our activities.

In the package being forwarded to you, we have prepared, in duplicate, a comprehensive proposal for support of the international phases of our operation. It should be noted that, though the emphasis throughout is on the international, all of the programs produced under this proposal will receive distribution first in the United States on our educational radio network of over one hundred stations and the major portion of money spent will be in securing significant radio programs from over the world for distribution in the U.S.A. At the same time, we shall be able to materially increase the number of cultural, informational programs produced in America which are used by other countries.

The emphasis in this proposal is on materials and projects in radio; however, the NAEB is quite active in the television field, and, in cooperation with the Educational Television and Radio Center, is launching a number of projects in educational TV. In the years ahead, NAEB may wish to discuss with you the possibility of re-allocation of some funds requested herein for that purpose.

I shall be in New York October 5 and again October 22 and should be happy to discuss this proposal with you if you are interested. On the 5th, I shall be at the Algonquin and at the Del Monico on the 22nd should you wish to contact me. I shall be in conference at the Fund for Adult Education office, 595 Madison Avenue on the morning of the 5th.

Please be assured of our genuine appreciation of your interest in and consideration of this proposal.

Sincerely yours,

Graydon Ausmus
President

GA/sbr

REQUEST TO STANDARD OIL OF NEW JERSEY FROM THE NATIONAL ASSOCIATION OF
EDUCATIONAL BROADCASTERS

I. NAEB OBJECTIVES.

The National Association of Educational Broadcasters (NAEB) is the organization in the United States which serves, represents, and consists of broadcasters, from accredited educational institutions, who either operate their own television, AM radio, and/or FM radio stations, or use commercial facilities. As a definition of its objectives, we attach Exhibit A.

A. Membership. Attached as Exhibit B is a directory of the members of the NAEB. As will be seen, these include nearly all the leading educational institutions in the United States, divided into active, associate, and affiliate members. The former can and operate their own facilities. Associate members have their own studios and production facilities, but rely on commercial transmitters for the actual broadcasting. Affiliate members are individuals or organizations interested in broadcasting, and considered by the NAEB as useful sources of advice and publications for the organization.

There are also a considerable number of organizations with which the NAEB has an exchange agreement. The NAEB exchanges publications, and representation at annual conferences, with over a score of the leading educational, civic, and professional organizations of the United States and Canada, such as the Adult Education Association, UNESCO, and others.

B. National activities. Since educational broadcasters have felt the need of a voice, the NAEB has been that voice. Founded in 1925, it originally was a professional organization which provided an opportunity for an exchange of ideas among non-commercial broadcasters, and enabled them to organize the representation of their interests. At a time when possible allocations of FM frequencies was being considered by the Federal Communications Commission, it was the NAEB, rallying educators around the country, who provided the representation which finally resulted in strong and adequate allocations in this medium for Frequency Modulation. This new medium made possible the increase of educational radio stations from under 30 to over 100. This experimental activity was to pay great dividends in later years when television was at stake.

In 1950 and 1951 when the opening up of the television spectrum was occupying the attention and energy of the Federal Communications Commission, and most national broadcasting organizations, with the rest of the world watching developments in America, it was the NAEB which assumed the leadership in organizing educators around the country to be sure that education's interests were, from the first, as contrasted with the situation in the early history of radio, adequately organized, protected and justified. In meetings in Washington, the NAEB was a principal parent of the Joint Committee on Educational Television (JOET),

which later was to become the keystone in the representation of rights and interests of educators. JCET is still today the organization, composed strongly of former NAEB officers and members, to which educational and potential educational broadcasters turn for organization and guidance.

In addition to its part in organizing a service to broadcasters and potential broadcasters as such, in television, the NAEB was largely instrumental in the creation of organizations and projects to make the general citizenry, particularly through its leadership groups, aware of its involvement in this great new medium. Out of this awareness came the National Citizens Committee for Educational Television (NCCET), with offices in Washington, building equivalent local committees across America, and synthesizing the energies of community and civic leaders, shoulder to shoulder with educational leaders, rallied by the JCET.

These are some of the services which the NAEB has provided to the nation, to posterity, and to the future of communications media, as opposed to those provided only to its membership.

C. Membership services. The services which the NAEB has provided to its membership have also come far since the early days when it was merely a professional society.

1. Its Newsletter, published monthly, and generally accompanied in distribution by at least a half dozen other publications of interest and value to broadcasters in all media across America, is distributed monthly, not only to its membership in America, but also to the exchange and affiliate members with whom publications and information are exchanged, and to foreign broadcasters, editors, and publishers. Samples of the Newsletter are attached as Exhibit I.

2. The NAEB in 1950 organized the NAEB Tape Network. An explanation of this activity is found in a brochure of that name attached as Exhibit C. The outline of the facilities of this network, as contained in this brochure, is already out of date. NAEB now has one duplicator which has already been operated nearly 2,000 hours (the equivalent of driving an automobile some 100,000 miles) in an attempt to provide the services which NAEB members need and request. More are needed, as indicated later in this presentation.

3. Publications and materials. See the attached list of publications and other materials available from NAEB headquarters, attached as Exhibit D, which reveals the broadening scope of the services of the NAEB. This listing also indicates the use to which the results of the NAEB's surveys and working committees are collected.

4. Other services of the NAEB include several other publications, (including a TV Management Manual), now in preparation, and fellowships and scholarships to insure that the television station personnel in

educational and community television stations across America, as well as in educational radio stations, will have professional training as well as the ideals needed by the media, under educational aegis.

It includes also as many regional meetings as its budget will allow, with working sessions in each of the six regions of America into which NAEB members are divided. It includes grants-in-aid, which will be mentioned later, which have made it possible for educational broadcasters, both in radio and television, to secure those additional funds essential to lift their productions and output, in a single series in each case, above the run-of-the-mill in significance and quality. The history of trends of television programming in America is recorded in the NAEB's Monitoring Studies, which provide the benchmark of the development of this medium in America. Foreign as well as local demand for these studies attest to their significance. In its production of the so-called "Big Egg" series of programs, the NAEB revealed what educational radio was capable of producing if modest additional funds were provided to implement educational ideas and ideals. The NAEB has carried out numerous seminars, workshops, and training sessions, not only for its members, but for all educational television and radio station personnel who might qualify, in locations throughout America, during the past year. Just completed are a Production Workshop at the University of Illinois, a Management Seminar at Iowa State College, and three months ago, a general Leadership Session for Television, held at the University of Wisconsin, the minutes of which will be available in a few weeks under the title Lincoln Lodge Seminar.

These are some of the services which the NAEB has provided. The number of services still needing providing is even greater.

D. Support. In addition to its membership dues, the NAEB has been significantly supported by numerous organizations throughout America, since its idealistic and unselfish objectives, as well as its capabilities, have been recognized.

1. The Cooper Union, with a modest contribution of programs and tape, first made possible the Tape Network idea, albeit on a very modest scale, nearly seven years ago. This was the seed from which the present network has grown.

2. The Rockefeller Foundation saw fit to underwrite the first two training sessions of NAEB, known as Allerton House Seminars 1 and 2, in 1949 and 1950 (the third Allerton Seminar being supported by the Kellogg Foundation). A copy of an article on the first and second seminars is attached as Exhibit E. The summary of the third Allerton Seminar is attached as Exhibit J. These seminars were the first efforts of the NAEB, thanks to the Rockefeller and Kellogg Foundations, in making possible the training: at the first seminar of managers; at the second seminar of producer-writers; and at the third seminar of those responsible for school broadcasts. These annual seminars represented the earliest training session efforts of the NAEB, and their significance in NAEB's later direction and history is very great.

3. The W. K. Kellogg Foundation, in a most generous five-year grant, of a quarter of a million dollars, made possible the setting up of a national headquarters for the NAEB. These headquarters are located in Gregory Hall on the campus of the University of Illinois, which was designated by the Kellogg Foundation to administer these funds and provide the accounting required. Housed at these headquarters are the central records of the NAEB, the tape duplicator which makes possible the duplication of some 1,200 tapes weekly to serve NAEB member stations in radio, and both the modest headquarters and network staffs, consisting of the Executive Director, Headquarters Secretary, the tape network Director, the tape network Traffic Manager, and four other staff members whose efforts are devoted to duplicating, shipping, and the maintenance of records for the tape network. The Newsletter is published here, and the nerve center of the NAEB is generally to be found in this population center of America.

4. The Fund for Adult Education, impressed by the obvious ideals and abilities of the NAEB, has also contributed generously at several levels. Their original grant of \$450,000 made possible the so-called "Big Four" series, referred to earlier:

The Jeffersonian Heritage
The Ways of Mankind
The Voices of Europe
People Under Communism

brochures on all of which are attached.

The administration of these funds was handled by Mr. Ralph Lowell, and production was contracted for by the Lowell Institute of Boston, which has also provided generous support to NAEB objectives, particularly in its local situation, as the Hancock Foundation has done in the Los Angeles area. This fund (the FAE) has also made possible the holding of numerous workshops, seminars, and other training sessions, referred to earlier, plus numerous study fellowships for personnel who are to be responsible for the many aspects of educational and community television station operations. Finally, during the last two years, the Fund for Adult Education has provided funds for grants-in-aid which have made possible a beginning of the stimulation of local production of high quality. A sample of the last announcement for grants-in-aid is attached as Exhibit F.

5. Others. Numerous other organizations have provided generous support to the NAEB during the past few years. The New York Herald Tribune has supported the distribution of its forum programs, and has repeatedly recognized the value and uniqueness of the NAEB's coverage. Other series have been made possible by the generous support of Mamie Guggenheim (in music) and others. The growing understanding and support of the NAEB by both public-spirited foundations and organizations around

America has indeed been gratifying. In addition to this support from American organizations, foreign broadcasting systems such as the BBC, Radiodiffusion Francaise, the Italian Radio, and others, have made their outstanding cultural and music programs available to us. The limit of the support they are able to provide, without reimbursement for at least out-of-pocket expenses, has now unfortunately been reached.

E. Activities abroad. In addition to the support it has received from abroad, the NAEB has been responsible for the export of programs, ideas, personnel, and inspiration.

1. Its Jeffersonian Heritage and Ways of Mankind have been aired in part over the BBC and in Canada, by whose production personnel, in fact, the latter was produced for the NAEB, in an illustration of the type of supranational operation NAEB believes in. Other scripts and programs are being sent abroad as fast as problems of language, import customs, and other obstacles can be overcome.

2. The NAEB has been the representative of the United States at European conventions of the International University of the Air, composed of 23 European countries whose interests are devoted to the promotion of an interchange of radio programs, understanding, and personnel. The NAEB, this year for the first time, has been invited to provide judges for the Prix Italia awards, which will honor the outstanding productions of the last year in the Western World.

3. During the summer of 1952, NAEB sent three representatives to the Educational Broadcasting Convention in Europe, where they held meetings in London, Paris, Rome, and Switzerland, aimed at laying the foundations for the project for which funds are requested later in this report.

4. In April of this year, the NAEB sent representatives to Paris, for participation again in the International University of the Air's long-range planning. Most of these trips have been supported by Foundation funds, although in some cases NAEB representatives have had to tap modest private funds.

5. The NAEB is strongly represented, and very active, in UNESCO and UNESCO Commission activities.

6. During the summer of 1953, the NAEB sent its President to the International Conference of Music Education for Youth and Adults in Brussels, Belgium. While there, on a tour also partly supported by Foundation funds, President Ausmus spent one week in London, in negotiation for additional programs from the BBC (see Exhibit C), as well as discussing problems of personnel and program exchanges with other systems.

7. The NAEB's International Relations Committee, consisting of immediate NAEB past president, Mr. Seymour Siegel of WNYC, New York, as Chairman, with President Graydon Aumann, Dr. Barton Paulu (now a Fulbright fellow in England), George Probst (Director of the University of Chicago Round Table), and Robert Van Durn (of the Kellogg Foundation), is laying the basic groundwork which should make NAEB activities in the international broadcasting field an increasingly significant part of its responsibilities and those of America. Its relations in this field are constantly checked with the Department of State, to be sure that none of our foreign policy objectives are endangered.

8. For the first time, this year, the NAEB was invited by the International Board of Foreign Scholarships to nominate and screen applicants for Fulbright scholarships for study in the communications field in Europe. Three NAEB-nominated Fulbright scholars are now studying in England, France, and Italy, while representatives from these nations are studying at NAEB member institutions. As will be pointed out later, this project, if it is to be expanded to the breadth it should encompass, will also need additional financial support.

These are some of the highlights of the international activities and needs of the National Association of Educational Broadcasters. Herewith, respectfully submitted, are those projects in which we believe Standard Oil support would be of significant value in expanding these projects and increasing international understanding throughout the world.

II. REQUEST FOR FUNDS.

A. One of the first items for which the NAEB has immediate need, if EBC programs and other foreign programs are to be made available to its member stations and to American listeners, is a sum necessary to compensate EBC for the specific expenses of providing these additional programs to the NAEB, with possible re-release to commercial stations which may care to carry them. Reference has already been made to Exhibit G, listing some of these programs.

In discussions with the EBC, held at visits of the NAEB's International Relations Committee members, and its President, it was discovered that the EBC could provide no more programs, beyond the very slow issue normally on its schedule, without support. Yet it is EBC programs which have so greatly helped advance NAEB member stations' unique cultural and intellectual position in their respective communities.

The Educational Television and Radio Center has already contributed \$15,000.00 of the sum which the EBC has mentioned as a minimum needed for the first year. An additional \$41,000.00 is needed to complete the minimum of \$56,000.00 needed. A contractual arrangement with the EBC on this matter is being held, pending ascertaining the availability of funds. Visualized in this arrangement are three-year-rights for NAEB member stations.

After NABE has broadcast these programs, no objection is visualized to their release to the networks and other broad coverage.

The type of programs for which negotiations are being carried out are not available in the United States. They are based on the type of talent and on a tradition which we do not yet have. Their example, however, will help us to develop it, through grants-in-aid and routine production. Their content and precedents are responsible for the development of a far higher level and tradition in American broadcasting than would be available without it. The requested grant is not all for support of the HEC. It will represent only a portion of the cost of the transcription service to the NABE.

Attached as Exhibit H is a list of HEC programs already carried by the NABE, with the result that America has a far greater understanding of European and British culture than before. For the following four years of the five-year plan of HEC and other foreign presentations, \$35,000.00 would be needed per year for this series and other series (not all of which would necessarily come directly from the HEC). This represents a total of \$140,000.00 for this item, with annual contributions to the HEC planned on a diminishing scale.

B. If America is to maintain its share of the exchange basis with Europe and the HEC, America must also produce exportable programs. Although this has been done on a very minor scale so far, no programs have previously been planned specifically with this in mind. Requested by European broadcasting systems, and recommended by its own Program Planning Committee, is a series by the NABE on "What Does Industrialization Mean to America?" Tentative commitments have already been received from the International University of the Air for distribution of such a series to its 23 member nations, in 23 foreign countries. English versions would be broadcast in the English speaking countries of Europe, and Australia, plus a few of the non-English speaking nations of Europe. Scripts would be distributed to those nations unable to use these series in English.

This series would be an honest attempt to interpret the significance of the role of industry, not only in the history of America, but also in the history of Democracy. For this series of 30 to 40 programs, a budget of \$77,000.00 is envisaged. This would be divided into \$65,000.00 for production and writing, and \$12,000.00 for promotion and distribution. This series would be one annual series in an envisaged five-year project.

The second year, as now planned, will be a series of from 30 to 40 programs on the subject of "Diseases of the Nervous System" and "Psychosomatic Medicine" planned and discussed with the American Medical Association to cover the most significant areas today (Polio, Cerebral Palsy, psychiatric disorders). For this series, to utilize the best resource people in the world, principally in the United States, and to utilize the best presentation personnel available, a like sum is requested.

Projects for the third, fourth and fifth years of this series are still under discussion by the NAEB Program Planning Committee. In some cases, they will require integration with television productions. Some of the areas in which they will most certainly be planned, however, include such problems as Geriatrics: Problems in an Aging Society, a series presenting all of America's outstanding musical performing organizations, where possible from colleges and universities, in cooperation with the Music Educators National Conference, and others that emerge from studies now in progress.

The total cost of this five-year series of individual programs is estimated at \$385,000.00. In this and all cases, as noted at the end of this request, an additional 5 per cent for accounting, administrative, and reportorial costs would be required.

C. It has been mentioned that the NAEB is already modestly contributing its nominees to the international exchange program, in the educational, personnel and Fulbright areas, under the Smith-Mundt Bill. At the present time, we have three Fulbright scholars in Europe. In spite of all our efforts, however, only three United States educational institutions have been found among NAEB members who were able this year to accept and pay the salaries of representatives from foreign countries. This is due to a shortage of funds in member institutions. The three NAEB-nominated scholars are also out-of-pocket for rather large sums for fixed expenses in dollars, due to inability of their member institutions or the NAEB to provide dollar support.

Requested, therefore, herewith, are seven sums of \$3,500.00 each (\$3,000.00 for payment to the foreign scholar who comes to America, plus \$500.00 travel) which the NAEB could pay, upon a provision of matching funds from the member United States educational institution, to increase this personnel exchange to the significant level it deserves. In this case, the member institution would pay one half, and the NAEB would pay one half of the estimated \$7,000.00 annual salary and expense requirements of the foreign broadcasters of stature who could be brought to America on the Fulbright exchange. The total of this request would be \$24,500.00 annually, or \$122,500.00 on a five-year basis, if NAEB's plan to increase this exchange to a basis of seven scholars each way per year is to be realized.

Also needed is an estimated annual sum of \$15,000.00 to defray fixed dollar costs of the American Fulbright scholars (retirement, insurance, travel of the family to point of embarkation, etc.). This sum will vary for different scholars, but is expected to amount to some \$2,000.00 plus each. The five-year estimate would amount to \$75,000.00.

D. If the results of its international relations are to receive adequate distribution, the NAEB must have the staff and facilities necessary for this project. Present staff and facilities at the headquarters are now wholly inadequate for such a purpose. The operational expenses needed to meet this increased distribution and supplement present facilities and staff, include an additional tape duplicator at an estimated cost of \$10,000.00, additional tapes (due to the time element and the number which would be constantly in transit across the ocean) at a cost of \$5,000.00, and a tape operator to handle these international exchange programs at an estimated cost of \$3,800.00, for an outlay the first year of \$78,800.00, with approximately \$10,000.00 needed each of the four subsequent years.

E. In order to establish and maintain contact with the foreign broadcast agencies, our own State Department, the Federal Communications Commission, the Congress, Corporations and Foundations, and the other networks and agencies involved, it is essential that the NAEB establish East Coast representation. For this, a Director (at an estimated annual cost of \$10,000.00), a Secretary (at an estimated cost of \$3,600.00 annually), and space rental (at an estimated cost of \$10,000.00 per year), would be needed. This would have to be supplemented by an estimated \$2,500.00 annually for travel, plus miscellaneous expenses for a total estimated expense per year of \$30,000.00, or \$150,000.00 on a five-year basis.

F. Finally, if the NAEB and the United States are to continue to be represented in international relations, and at International University of the Air meetings, a specific travel allocation should be made, of approximately \$1,200.00 per year, for an NAEB representative's travel expense annually. On the basis of this estimate of \$1,200.00 per year, the five-year request for this purpose would amount to \$6,000.00.

G. For the handling, accounting, and reporting of the above funds, an estimated 5 per cent has been found, in the experience of the NAEB, to be a fair administrative cost estimate. To the above requests, therefore, should be added a sum of \$48,915.00, representing 5 per cent of the gross of the above requests, for a grand total, for the five-year period, of \$1,027,215.00, as indicated in the following Summary Table:

SUMMARY OF REQUESTS

Request	(First Year)				
	<u>1954</u>	<u>1955</u>	<u>1956</u>	<u>1957</u>	<u>1958</u>
A. BEC -- Foreign Radio Exchange	\$ 41,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000
B. NAEB Production for Export	77,000	77,000	77,000	77,000	77,000

<u>Request</u>	(First Year) <u>1954</u>	<u>1955</u>	<u>1956</u>	<u>1957</u>	<u>1958</u>
C. Personnel Exchange Program	\$ 39,500	\$ 39,500	\$ 39,500	\$ 39,500	\$ 39,500
D. Headquarters Expansion	18,800	10,000	10,000	10,000	10,000
E. East Coast NAEB Representation	30,000	30,000	30,000	30,000	30,000
F. Personnel Exchange Contingency	<u>1,200</u>	<u>1,200</u>	<u>1,200</u>	<u>1,200</u>	<u>1,200</u>
	\$207,500	\$192,700	\$192,700	\$192,700	\$192,700
Five-year Estimated Total	\$ 978,300.00				
5% Administrative Charge	<u>48,915.00</u>				
Grand Total	\$1,027,215.00				

III. CONCLUSION.

The National Association of Educational Broadcasters is grateful for the opportunity to present its conception of a portion of the services needed, if the communications needs of today's society are to be maintained. The portion of these needs which the NAEB feels that it can help fulfill represents only a small area of the needs involved. Some of these needs must, of course, be satisfied through governmental action. Some can be satisfied through commercial agencies. The requests presented above include only those areas in which the NAEB believes that its experience, and the by now well-known ideals of its association, would be the logical one to provide implementation.

If, in these requests, only radio is represented, and that only in the international area, it is not because the NAEB is not interested in television, or local and member needs and services, but because it is felt that the governmental and world situation are now such as to require the assigning of a top priority to the NAEB's international relations at the present time. Funds for its other activities will be secured by the NAEB from its members and from the other sources mentioned above.

It is our belief, however, that no single area of opportunity is greater or more critical than the present one, presented herewith for the consideration of Standard Oil of New Jersey.

11.

If, in connection with these requests, there are any questions which the officers or staff of the NAEB can answer, they stand ready at any time to appear in person.

Respectfully presented

Graydon Ausmus, President,
National Association of Educational Broadcasters

Urbana, Illinois
September 30, 1953

Epiphany A

N

A

E

B

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

WHAT IS NAEB

The National Association of Educational Broadcasters, incorporated as a nonprofit organization, is composed of institutions, groups, and individuals who are engaged in noncommercial, educational broadcasting through their own institutionally-owned stations (AM, FM or TV) or through the facilities of commercial stations.

WHAT IS THE FUNCTION OF NAEB?

Through NAEB, educational radio and television station operators and program production directors pool their experiences, their ideas, their information, and their general know-how for the mutual benefit of all. Through NAEB, individual educational broadcasters over the nation achieve stature and significance as a part of a closely coordinated national organization.

NAEB

WHAT SERVICES DOES NAEB OFFER?

NAEB offers an opportunity to exchange ideas and secure help on station and programming problems. This is done through organized and casual meetings and through specific services from NAEB: research, engineering, program, and legal advice and counsel — free to all NAEB member stations. The NAEB NEWSLETTER is distributed each month to all members, active and associate, as well as to a growing list of subscribers. The NEWSLETTER contains "how to do it" items, editorials, digests of national news, book reviews, program and promotion ideas, and news of members. It is in effect the "house organ" of those groups and individuals all over the nation who are engaged in noncommercial, educational broadcasting.

NAEB HEADQUARTERS

NAEB maintains a full-time executive director and staff at its headquarters office in Urbana, Illinois. This office, and the expanded NAEB Tape Network service which is described

MEMBERSHIP

WHO CAN JOIN NAEB?

Any university, college, or other educational or public service agency of recognized standing engaged in educational, noncommercial broadcasting over a radio station owned and/or operated by it or any such agency holding a construction permit for such a station may be elected to active membership. Similar groups or individuals broadcasting through facilities other than their own are eligible for associate membership in NAEB.

elsewhere in this folder, were made possible by a grant from the W. K. Kellogg Foundation. Headquarters is, as its name implies, the central office of the Association. It stands ready to help all members from its wealth of information. It keeps records of all members' activities and performs the secretariat functions for the Association.

The most important part of the Kellogg grant was adequate provision for a number of seminars and clinics. These are currently being held at all levels of operation. Thus, through the years, the people who man our educational stations will be better fitted for the task.

GRANTS-IN-AID

NAEB continually seeks grants-in-aid for educational broadcasting. These include, in addition to the Kellogg grant, support for the NAEB Adult Education Project which is producing several series of distinguished programs; the WOL-TV television project which is pioneering in educational TV work; the NAEB TV monitoring studies which provide an illuminating picture of TV today; and support for the Joint Committee on Educational Television which is acting as a central office for information and help to those institutions planning to enter TV. The above

NAEB MEETINGS

The NAEB holds a regular convention each fall, usually at one of the member institutions. All forms of business are considered at this meeting, resolutions are acted upon and officers are elected. In addition, programs are arranged to discuss current problems of management, programming, engineering, and allied subjects.

Regular business meetings are also held each spring during the Institute for Education by Radio-TV in Columbus, Ohio. One NAEB feature at the Institute is an NAEB luncheon, and a special NAEB Section Meeting is usually arranged. These meetings are arranged so that they do not conflict with the splendid educa-

grants were all secured from the Fund for Adult Education established by the Ford Foundation.

NAEB TAPE NETWORK

NAEB, with the help of the Kellogg Foundation, now maintains full Tape Network service to many of its member stations. This is provided to NAEB members for a nominal, yearly service assessment fee. The NAEB Tape Network Headquarters, located on the University of Illinois campus, is a clearing house and distribution center for educational programs contributed by member stations and other broadcasting and public service agencies.

Through this NAEB service, member stations have access to many fine programs which otherwise would not be available under any conditions. Some of these programs are: the distinguished series produced by the NAEB Adult Education Committee, Cooper Union Forum, Music for the Connoisseur, BBC World Theatre, Bach Memorial Concerts, Festival Concerts, Masterworks Story, International Visitor, Bligh of the Bounty, Canterbury Tales, Freshman Forum, Stories 'n Stuff, Herald Tribune Forum, Invitation to Read, Memo to America, Time for Planting, and University Concerts.

al and informative features of the Institute. All forms of business except election of officers are transacted at these meetings.

NAEB MEMBERSHIP DUES

(Active member dues are based on station transmitter power for each station operated, provided that the maximum payment shall not exceed fifty dollars annually.)

ACTIVE

Class A — 5 KW or above_____	\$50.00
Class B — 1 KW to 4.9 KW_____	\$25.00
Class C — Less than 1 KW_____	\$15.00

ASSOCIATE_____ \$10.00

for

MEMBERSHIP APPLICATION

WE ARE INTERESTED IN MEMBERSHIP IN THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Please send membership
application blank to:

INDIVIDUAL _____

INSTITUTION _____

ADDRESS _____

Tear off and mail to: NAEB Headquarters, 119 Gregory Hall, University of Illinois, Urbana, Illinois

September 29, 1953

EXHIBITS ATTACHED

Exhibits A-What is NAEB?

B-NAEB Directory

C-This is the NAEB Tape Network

D-Materials Available From NAEB Headquarters

E-Allerton House 1949, 1950

F-Grants-in-aid 1953 Announcement

G-BBC Programs distributed by NAEB

H-BBC Programs available, if support forthcoming

I-NAEB May and July Newsletters

J-Voices of Europe, Series I

K-Voices of Europe, Series II

L-Voices of Europe, Series III

M-Jeffersonian Heritage Brochure (on radio series)

N-Jeffersonian Heritage Brochure (on book)

O-Ways of Mankind I

P-Ways of Mankind II

Q-Third Allerton Seminar

R-Region II Seminar Workshop

S-Region II Workshop Proceedings

Exhibit B

NATIONAL
ASSOCIATION
of
EDUCATIONAL
BROADCASTERS

DIRECTORY
OF
MEMBERS
APRIL 1, 1953

NAEB HDQ, 119 GREGORY HALL, URBANA, ILLINOIS.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

MEMBERSHIP LIST

Active Members

STATE AND CITY	CALL LETTERS	FREQ. & POWER	LICENSEE	EXECUTIVE
<u>ALABAMA</u>				
University	WUOA (FM)	91.7 mc 4.8 kc	Univ. of Alabama	Graydon Ausmus Director Radio-TV
<u>CALIFORNIA</u>				
Berkeley	KPFA (FM)	91.4 mc 10 kw	Pacifica Foundation	Richard Moore Station Director
Los Angeles	KUSC (FM)	91.5 mc 2.9 kw	Univ. of Southern California	William H. Sener, Head Telecommunications Dept.
San Diego	KSDS (FM)	88.3 mc 250 w	San Diego City Schools 12th & Russ Streets	Edwin G. Barrett Program Dir.
San Mateo	KCSM (FM)	91.1 mc 10 w	San Mateo Jr. College Baldwin Ave. & San Mateo Dr.	Richard P. Marsh Prog. Dir.
Stockton	KCVN (FM)	91.3 mc 1 kw	College of the Pacific	John C. Crabbe Director
<u>FLORIDA</u>				
Miami	WTHS (FM)	91.7 mc 250 w	Lindsay Hopkins Vocational Schools 1410 N.E. Second Ave.	Vernon Bronson, Asst. Dir. Voc. & Adult Ed.
Tampa	WTUN (FM)	105.7 mc 1 kw	University of Tampa	Roy A. McGillivray Director of Radio
Winter Park	WPRK (FM)	88.1 mc 10 w	Rollins College	Benjamin Aycrigg Program Director
<u>GEORGIA</u>				
Atlanta	WABE (FM)	90.1 mc 3 kw	Board of Education	Alvin Gaines Program Director
<u>ILLINOIS</u>				
Chicago	WBEZ (FM)	91.5 mc 3 kw	Board of Education	George Jennings, Director Div. Radio-TV
Elgin	WEPS (FM)	88.1 mc 10 w	Board of Education	E. C. Waggoner, Director Audio-Visual Education
Evanston	WNUR (FM)	89.3 mc 10 w	Northwestern Univ.	William L. Butler Station Manager

STATE AND CITY	CALL LETTERS	FREQ. & POWER	LICENSEE	EXECUTIVE
<u>ILLINOIS (Con't)</u>				
Urbana	WILL (AM)	580 kc 5 kw	Univ. of Illinois	Frank E. Schooley Manager
Urbana	WIUC (FM)	91.7 mc 250 w	Univ. of Illinois	Frank E. Schooley Manager
<u>INDIANA</u>				
Bloomington	WFIU (FM)	103.7 mc 10 kw	Univ. of Indiana	Elmer Sulzer, Director Radio & TV Communication
Greencastle	WGRE (FM)	91.7 mc 10 w	DePauw University	Harold T. Ross Manager
Huntington	WVSH (FM)	91.9 mc 10 w	School-City of Huntington	M. McCabe Day, Director Audio-Visual Center
Indianapolis	WAJC (FM)	91.9 mc 750 w	Butler Univ.	Tom Carnegie
Lafayette	WBAA (AM)	920 kc 5 kw	Purdue Univ.	Jim Miles Dir. of Broadcasting
Muncie	WVHI (FM)	91.5 mc 10 w	Wilson Jr. H.S.	John V. Maier Principal
New Albany	WNAS (FM)	88.1 mc 10 w	New Albany City Schools	Vernon McKown, Director Audio-Visual Instr.
New Castle	WYSN (FM)	91.1 mc 10 w	New Castle-Henry Twnsp. Schools	Miss J. J. Rucker Station Mgr.
<u>IOWA</u>				
Ames	WOI (AM)	640 kc 5 kw	Iowa State College	Richard B. Hull Radio-TV Director
Ames	WOI (FM)	90.1 mc 3 kw	Iowa State College	Richard B. Hull
Ames	WOI (TV)	Ch. 4 (VHF) 5 kw (Aur) 2.5 kw (Video)	Iowa State College	Richard B. Hull
Decorah	KWLC (AM)	1240 kc 250 w	Luther College	Lee Eitzen Director of Radio
Des Moines	KDPS (FM)	88.1 mc 1.5 kw	Des Moines Public Schools 629 Third St.	Clifton F. Schropp Dir. Audio-Visual

STATE AND CITY	CALL LETTERS	FREQ. & POWER	LICENSEE	EXECUTIVE
Iowa City	WSUI (AM)	910 kc 5 kw	State Univ. of Iowa	Carl H. Menzer Director
Iowa City	KSUI (FM)	91.7 mc 3 kw	State Univ. of Iowa	Carl H. Menzer
Waverly	KWAR (FM)	89.1 mc 10 w	Wartburg College	Robert Snyder Manager
<u>KANSAS</u>				
Lawrence	KFKU (AM)	1250 kc 5 kw LS--1 kw N	Univ. of Kansas	R. Edwin Browne Director Radio-TV
Lawrence	KANU (FM)	91.5 mc 35 kw	Univ. of Kansas	R. Edwin Browne
Manhattan	KSAC	580 kc 5 kw LS--500wN	Kansas State College	R. Hilgendorf Radio Manager
Ottawa	KTJO (FM)	88.1 mc 10 w	Ottawa University	W. D. Bemmels Dean of the College
Wichita	KMUW (FM)	89.1 mc 10 w	Univ. of Wichita	Don Hoffman Manager
<u>KENTUCKY</u>				
Lexington	WBKY (FM)	91.3 mc 1 kw	Univ. of Kentucky	Mrs. Camille Halyard Director of Radio
Louisville	WFPL (FM)	89.3 mc 250 w	Louisville Free Public Library	H.E. Salley, Head Audio-Visual Dept.
<u>LOUISIANA</u>				
Baton Rouge	WLSU (FM)	91.7 mc 1 kw	Louisiana State University	Miss Lucile Ruby Acting Director
<u>MARYLAND</u>				
Baltimore	WBJC (FM)	88.1 mc 10 w	Baltimore Jr. College Alameda & 33rd St.	Clarence T. DeHaven Manager
<u>MASSACHUSETTS</u>				
Amherst	WMUA (FM)	91.1 mc 10 w	Univ. of Massachusetts	Francis V. Donovan, Jr Manager
Boston	WBUR (FM)	90.9 mc 20 kw	Boston Univ.	Leo Martin, Director, Div. Communication Arts
Boston	WGBH (FM)	89.7 mc 16 kw	Lowell Instit. Co-op Broadcasting Council	Parker Wheatley Manager

STATE AND CITY	CALL LETTERS	FREQ. & POWER	LICENSEE	EXECUTIVE
<u>MICHIGAN</u>				
Ann Arbor	WUOM (FM)	91.7 mc 10 kw	Univ. of Michigan	Waldo Abbot Dir. of Broadcasting
Detroit	WDTR (FM)	90.9 mc 1 kw	Board of Education	Kathleen N. Lardie Supervisor, Radio-TV
Detroit	WDET (FM)	101.9 mc 52 kw	Wayne University	Paul B. Rickard Director, Radio-TV
East Lansing	WKAR (AM)	870 kc 5 kw	Michigan State College	Robert J. Coleman Dir. of Broadcasting
East Lansing	WKAR (FM)	90.5 mc 3 kw	Michigan State College	Robert J. Coleman
Flint	WFBE (FM)	88.9 mc 1 kw	Board of Education	Miss Ola Hiller Director Radio Education
Kalamazoo	WMCR (FM)	91.1 mc 250 w	Western Michigan College of Education	Wallace Garneau Director of Broadcasting
<u>MINNESOTA</u>				
Minneapolis	KUOM (AM)	770 kc 5 kw	Univ. of Minnesota	Burton Paulu General Manager
Northfield	WCAL (AM)	770 kc 5 kw	St. Olaf College	Milford C. Jensen General Manager
Northfield	WCAL (FM)	95.7 mc 10 kw	St. Olaf College	Milford C. Jensen
<u>MISSISSIPPI</u>				
Meridian	WMMI (FM)	88.1 mc 10 w	Municipal Jr. College	James E. Durham Director
<u>MISSOURI</u>				
St. Louis	KSLH (FM)	91.5 mc 2.55 kw	Board of Education	Miss Marguerite Fleming 1517 S. Theresa Ave. Director
<u>NEW JERSEY</u>				
Newark	WBGO (FM)	88.3 mc 20 kw	Board of Education 31 Green St.	Miss Marguerite Kirk, Dir. Libraries, Audio-Visual & Radio
South Orange	WSOU (FM)	89.5 mc 1 kw	Seton Hall College	Lewis E. Arnold, Jr. Program Director
<u>NEW MEXICO</u>				
Albuquerque	KANW (FM)	89.1 mc 350 w	Board of Education	Mrs. Rose J. Jones Director

STATE AND CITY	CALL LETTERS	FREQ. & POWER	LICENSEE	EXECUTIVE
<u>NEW YORK</u>				
Bronx	WFUV (FM)	90.7 mc 1 kw	Fordham Univ.	Rev. Leo McLaughlin, S.J. Director
Brooklyn	WNYE (FM)	91.5 mc 20 kw	Board of Education 29 Fort Greene Pl.	James F. Macandrew Director of Broadcasting
Floral Park	WSHS (FM)	90.3 mc 250 w	Sewanhaka H.S.	W. A. Gregory Director of Radio
Ithaca	WITJ (FM)	91.7 mc 10 w	Ithaca College	Fred A. Brewer, Chrm. Department of Radio
New York	WNYC (AM)	830 kc 1 kw	Municipal Broadcasting System 2500 Municipal Bldg.	Seymour N. Siegel Director
New York	WNYC (FM)	93.9 mc 8 kw	Municipal Broadcasting System	Seymour N. Siegel
Springville	WSPE (FM)	88.1 mc 10 w	Griffith Instit. & School 85 Buffalo St.	Paul G. Strassler Director
Syracuse	WAER (FM)	88.1 mc 1 kw	Syracuse University	Kenneth G. Bartlett Dir. of Broadcasting
Troy	WHAZ (AM)	1330 kc 1 kw	Rensselaer Polytechnic Institute	Carl J. Kunz Chief Engineer
<u>NORTH CAROLINA</u>				
Chapel Hill	WUNC (FM)	91.5 mc 1.45 kw	Univ. of North Carolina	Earl Wynn, Director Communications Center
Greensboro	WGPS (FM)	89.9 mc 10 w	Greensboro Public Schools	Dale F. Keller, Director Audio-Visual Education
High Point	WHPS (FM)	89.3 mc 10 w	High Point H.S.	Richard C. Wilson Faculty Advisor
<u>NORTH DAKOTA</u>				
Grand Forks	KFJM (AM)	1440 kc 1 kw--Day 500 w-Night	Univ. of North Dakota	S. Donald Robertson Director
<u>OHIO</u>				
Athens	WOUI (AM)	540 kc 7.5 w	Ohio Univ.	J. Daniel Logan Director of Radio
Athens	WOUI (FM)	91.5 mc 10 w	Ohio Univ.	J. Daniel Logan

STATE AND CITY	CALL LETTERS	FREQ. & POWER	LICENSEE	EXECUTIVE
<u>OHIO (Con't)</u>				
Bowling Green	WBGU (FM)	88.1 mc 10 w	Bowling Green State Univ.	Sidney Stone Director
Cleveland	WBOE (FM)	90.3 mc 10 kw	Board of Education	J. J. Stillinger Director of Radio
Columbus	WOSU (AM)	820 kc 5 kw	Ohio State Univ.	Robert C. Higgy Director
Columbus	WOSU (FM)	89.7 mc 3 kw	Ohio State Univ.	Robert C. Higgy
Delaware	WSLN (FM)	91.1 mc 10 w	Ohio Wesleyan Univ.	<i>Stuart Postle, Advisor</i> Mrs. C. R. Barner Dir. Radio Dept.
Kent	WKSU (FM)	88.1 mc 10 w	Kent State Univ.	Walton D. Clarke Director of Radio
Oxford	WMUB (FM)	88.1 mc 10 w	Miami Univ.	Harry Williams, Head Dept. of Speech
Toledo	WTDS (FM)	91.3 mc 250 w	Toledo Public Schools 1901 Central Ave.	Harry D. Lamb, Dir. Radio-TV
<u>OKLAHOMA</u>				
Norman	WNAD (AM)	640 kc 1 kw	Univ. of Oklahoma	John W. Dunn Director
Norman	WNAD (FM)	90.0 mc 3 kw	Univ. of Oklahoma	John W. Dunn.
Oklahoma City	KOKH (FM)	88.9 mc 7.5 3 kw	Glessen High School <i>Bd. of Education</i>	Miss Elaine Tucker Program Director
Shawnee	KBGC (FM)	89.9 mc 10 w	Oklahoma Baptist University	Dr. James Ralph Scales Vice-President
Stillwater	KOAG (AM)	840 kc 10 kw	Oklahoma A & M College	John Woodworth
Tulsa	KWGS (FM)	80.5 mc 250 w	Univ. of Tulsa	Robert A. Wells Program Director
<u>OREGON</u>				
Corvallis	KOAC (AM)	550 kc 5 kw	Oregon State College	James M. Morris Program Director
Eugene	KWAX (FM)	88.1 mc 10 w	Univ. of Oregon	D. Glenn Starlin Director of Radio

STATE AND CITY	CALL LETTERS	FREQ. & POWER	LICENSEE	EXECUTIVE
<u>OREGON (Con't)</u>				
Portland	KBPS (AM)	1450 kc 250 w.	Portland Public Schools	Patricia L. Green Manager
<u>PENNSYLVANIA</u>				
Grove City	WSAJ (AM)	1340 kc 100 w	Grove City College	Dale O. Smock Chief Engineer
Philadelphia	WPWT (FM)	91.7 mc 125 w	Philadelphia Wire- less Tech. Instit.	William W. Zerfing
Philadelphia	WTRI (FM)	90.1 mc 10 w	Temple Univ.	John B. Roberts
Pittsburgh	WDUQ (FM)	91.5 mc 1 kw	Duquesne Univ.	B. Kendall Crane Director
Scranton	WUSV (FM)	^{89.9} 88.2 mc 10 w	Univ. of Scranton	Rev. Richard F. Grady, S.J. Director
<u>SOUTH CAROLINA</u>				
Columbia	WUSC (FM)	91.1 mc 10 w	Univ. of S. Carolina	Ernest E. Lent, Jr. Director
<u>SOUTH DAKOTA</u>				
Vermillion	KUSD (AM)	690 kc 1 kw	Univ. of S. Dakota	Keith J. Nighbert Manager
<u>TENNESSEE</u>				
Knoxville	WUOT (FM)	91.1 mc 3 kw	Univ. of Tennessee	Jack Westbrook Acting Director
<u>TEXAS</u>				
Abilene	KACC (AM)	880 kc 8 w	Abilene Christian College	Lowell G. Perry Director of Radio
Abilene	KACC (FM)	91.1 mc 250 w	Abilene Christian College	Lowell G. Perry
El Paso	KVOF (FM)	88.5 mc 10 w	Texas Western College	Virgil C. Hicks Radio Instructor
Houston	KUHF (FM)	91.3 mc 3 kw	Univ. of Houston	John Schwarzwaldner Station Manager

STATE AND CITY	CALL LETTERS	FREQ. & POWER	LICENSEE	EXECUTIVE
<u>WASHINGTON</u>				
Pullman	KWSC (AM)	1250 kc 5 kw	State College of Washington	Allen Miller Manager
Seattle	KUOW (FM)	90.5 mc 1 kw	Univ. of Washington	Edwin H. Adams, Head Division of Radio-TV
Tacoma	KTOY (FM)	91.7 mc 1 kw	Tacoma Public Schools	Merle Kimball
<u>WISCONSIN</u>				
Madison	WHA (AM)	970 kc 5 kw	Univ. of Wisconsin	H.B. McCarty Director
Madison	WHA (FM)	88.7 mc 3 kw	Univ. of Wisconsin	H. B. McCarty
<u>PUERTO RICO</u>				
San Juan	WIPR (AM)	940 kc 10 kw	Oficina de Radio- emision Publica	Jose A. Buitrago Director

Associate Members

STATE AND CITY	INSTITUTION	EXECUTIVE
<u>ALABAMA</u>		
Auburn	Alabama Polytechnic Institute	L. O. Brackeen, Director of Publicity
Montevallo	Alabama State College for Women	Ralph W. Sears Director of Radio
University	University of Alabama	Kenneth Harwood Head, Dept. of Radio & TV
<u>ARIZONA</u>		
Tempe	Arizona State College	Richard Bell Director, Radio-TV Section
<u>CALIFORNIA</u>		
Los Angeles	University of California at Los Angeles	Hale Sparks Radio Manager
San Francisco	San Francisco State College 124 Buchanan St.	D. N. Anderson Director of Radio
<u>COLORADO</u>		
Boulder	University of Colorado	Ellsworth Stepp Director of Radio
<u>CONNECTICUT</u>		
New Haven	Communications Research Project Yale University, Divinity School 409 Prospect St.	Everett Parker Director
<u>FLORIDA</u>		
Coral Gables	University of Miami	Sydney W. Head Chairman, Radio & TV Dept.
Jacksonville	Board of Public Instruction	Julian D. Morse Dir., Audio-Visual Education
<u>ILLINOIS</u>		
Chicago	University of Chicago	George Probst Head, Radio Office
Chicago	Illinois Institute of Technology	Stewart S. Howe, Vice-Pres. Development & Public Relations

STATE AND CITY	INSTITUTION	EXECUTIVE
Chicago	Loyola University 820 N. Michigan Ave.	Norbert J. Hraby, Director Public Information Center
Chicago	Roosevelt College 430 S. Michigan Ave.	Edward J. Sparling President
Jacksonville	MacMurray College for Women	Howard C. Hansen Director of Radio
<u>INDIANA</u>		
Terre Haute	Indiana State Teachers College	Clarence Morgan Director of Radio
Terre Haute	Wiley High School (Debate Club) 7th and Walnut Streets	W. M. Ray Head, Dept. of Speech
<u>IOWA</u>		
Cedar Falls	Iowa State Teachers College	Herbert V. Hake Director of Radio
Des Moines	Des Moines Radio Council 1400 Seventy-third St.	Mrs. Clella Darby Director
Des Moines	Drake University	J. S. Duncan, Head, Radio Department
Grinnell	Grinnell College	Herbert Prescott Director of Public Relations
<u>KANSAS</u>		
Pittsburgh	Kansas State Teachers College	Roland Fenz Director, Station KSTC
<u>LOUISIANA</u>		
Hammond	Southeastern College of Louisiana	Royal K. Sanford Director of Publications
<u>MARYLAND</u>		
Baltimore	Board of Education 3 East 25th St.	Mrs. Eleanora B. Kane Specialist, Radio-TV Education
Baltimore	Johns Hopkins University	Lynn Poole Director, Public Relations
<u>MASSACHUSETTS</u>		
Boston	Boston Museum of Science	Bradford Washburn Director

STATE AND CITY	INSTITUTION	EXECUTIVE
Boston	Mass. Dept. of Education; Office of Radio-Audio-Visual Aids 200 Newbury Street	
Boston	Mass. Dept. of Education; University Extension Division 200 Newbury Street	Kelsey B. Sweatt Director
<u>MICHIGAN</u>		
Ann Arbor	National Music Camp 303 S. State St.	Joseph E. Maddy, Director
Battle Creek	Battle Creek Public Schools	Miss Esther Rupright Director of Special Services
Holland	Netherlands Information Bureau	Willard C. Winchers Director
Mount Pleasant	Central Michigan College of Education	Elbert R. Bowen, Assoc. Prof. Dept. Speech & Drama
<u>MINNESOTA</u>		
Minneapolis	Minneapolis Public Schools 807 N.E. Broadway	Miss Madeline S. Long Consultant in Radio & TV
Moorhead	Moorhead State Teachers College	Miss Catherine Cater Chairman, Radio Committee
St. Paul	Macalester College Grand & Snelling	Lyman C. Miles, Director of the Radio & Audio-Visual Educa- tional Services
<u>MISSISSIPPI</u>		
State College	Mississippi State College	William Felton Radio Director
<u>MISSOURI</u>		
Columbia	Stephens College	Kenneth A. Christiansen, Chr. Radio-TV Education Dept.
Columbia	University of Missouri	Earl English, Dean, School of Journalism
Independence	Reorganized Church of Jesus Christ, Latter Day Saints	Bishop G. L. Delapp, Director
Kansas City	University of Kansas City	Henry H. Mamet Director of Radio

STATE AND CITY	INSTITUTION	EXECUTIVE
<u>NEBRASKA</u>		
Lincoln	University of Nebraska	Erling Jorgensen, Instructor Speech and Dramatic Art
<u>NEW JERSEY</u>		
New Brunswick	Rutgers University	Nat Shoehalter, Director, Radio Dept.
<u>NEW YORK</u>		
Flushing	Queens College	Dr. Giraud Chester, Chr. Radio-TV Committee
Ithaca	Cornell University	Michael Hanna
New York	Columbia University	Erik Barnouw, Editor Communications Materials Center
New York	Juilliard School of Music	Harry L. Robin, Director Acoustics Dept.
New York	Museum of the City of New York	Miss Janet Pinney Supervisor, Education Dept.
New York	New York University Radio Club	Charles D. Poth Director
New York	Morris S. Novik Rm 500 300 W. 23rd St.	
New York	Oral Hygiene Comm. of Greater New York	Dr. J.H. Kauffman
New York	Twentieth Century Fund	Thomas R. Carskadon Chief, Education Dept.
New York	World Wide Broadcasting Foundation	W. S. Lemon, President
Rochester	University of Rochester 15 Prince Street.	Don Lyon Director Radio-TV
Rochester	Rochester Board of Education 13 Fitzhugh St.	Walter W. Bennett, Acting Consul- tant for Visual and Radio Ed.
<u>NORTH CAROLINA</u>		
Charlotte	Public Library of Charlotte & Meck- lenburg County 310 N. Tryon St.	Hoyt R. Galvin, Director

STATE AND CITY	INSTITUTION	EXECUTIVE
<u>OHIO</u>		
Akron	Akron Board of Education Adm. Building, 70 N. Broadway	Cyril Jones, Director Radio Education
Cleveland	Western Reserve University	Barclay Leathem, Chairman Dept. of Dramatic Arts
Columbus	Institute for Education by Radio-TV Ohio State University	I. Keith Tyler Director
Gambier	Kenyon College	Franklin Miller, Jr., Chr. Committee on Radio Broadcasters
<u>PENNSYLVANIA</u>		
Bethlehem	Lehigh University	H. Barrett Davis, Dir. of Radio Head, Dept. of Speech
Philadelphia	The Junto Schools, Inc. 12th and Walnut Streets	Philip Klein Chairman of the Board
Philadelphia	Philadelphia Public Schools Parkway at 21st St.	Miss Martha Gable TV Co-Ordinator
Pittsburgh	Mount Mercy College 3333 Fifth Ave.	Miss Dorothy M. Caldwell Instr. Speech & Radio
State College	Pennsylvania State College	J. O. Keller Dir., General Extension
<u>RHODE ISLAND</u>		
Providence	Brown University	Horward S. Curtis, Director Brown Univ. News Bureau
<u>SOUTH CAROLINA</u>		
Columbia	Columbia City Public Schools 1311 Marion St.	Charles P. Macinnis, Director Instructional Material Bureau
<u>SOUTH DAKOTA</u>		
Aberdeen,	Northern State Teachers College	Paul J. Seymour Asst. Prof. of Speech, Radio
Brookings	South Dakota State College of Agriculture & Mechanical Arts	Robert E. Parker Director of Radio
<u>TEXAS</u>		
Austin	University of Texas	Gale R. Adkins, Radio House

STATE AND CITY	INSTITUTION	EXECUTIVE
Lubbock	Texas Technological College	W. Ferron Halvorson Director of Broadcasting
Waco	Baylor University	John W. Bachman Chairman, Radio Dept.
<u>UTAH</u>		
Provo	Brigham Young University	T. Earl Pardoe Director, Radio Dept.
Salt Lake City	University of Utah	Robert P. Crawford Director, Radio Dept.
<u>VIRGINIA</u>		
Arlington	Arlington Public Schools 1426 N. Quincy St.	Mrs. Zelda Horner Kosh Supvr., Speech Education Dept.
Charlottesville	University of Virginia Extension Division	J. Jeffery Auer, Chrm. School of Speech and Drama
Richmond	Virginia Museum of Fine Arts Boulevard & Grove Ave.	Mr. Leslie Cheek, Jr. Director
<u>WEST VIRGINIA</u>		
Huntington	Marshall College	Raymond D. Cheydleur Director of Radio-TV
<u>WISCONSIN</u>		
Milwaukee	Milwaukee Public Museum 818 W. Wisconsin Ave.	Mr. Murl Deusing Curator of Education
Milwaukee	Univ. of Wisconsin, Milwaukee Extension Division 623 W. State Street	Prof. R. H. Myers, Chairman, Speech Dept.
Stevens Point	Wisconsin State College	Gertie L. Hanson Director, Radio Workshop
<u>HAWAII</u>		
Honolulu	University of Hawaii	Edgar G. Will, Jr. Co-ordinator of Radio

Affiliate Members

STATE AND CITY	INSTITUTION OR INDIVIDUAL	EXECUTIVE
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Berkeley	University of California at Berkeley	George A. Pettitt Asst. to the President
<u>DISTRICT OF COLUMBIA</u>		
Washington	Franklin Dunham Federal Security Agency	Chief of Radio-Television U.S. Office of Education
Washington	Arthur Hungerford Joint Committee on Educational Television 1785 Massachusetts Ave., N.W.	
<u>ILLINOIS</u>		
Chicago	Illinois Congress of Parents & Teachers 228 N. LaSalle St.	Mrs. Elizabeth E. Marshall State Radio-TV Chairman
Chicago	Ted Leitzell Zenith Radio Corporation 6001 W. Dickens	
<u>MASSACHUSETTS</u>		
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Northville	William H. Maybury Sanatorium	Conrad A. Facknitz, Director Patient Education
<u>NEW YORK</u>		
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New York	City College of the City of New York	Mr. Leslie W. Engler Dean of Administration
New York	Miss Judith Gaylor 504 West 112th St.	
New York	Assoc. of Junior Leagues of America, Inc. Waldorf Astoria, 305 Park Ave.	Miss Luella Hoskins Consultant on Radio-TV
New York	New School for Social Research 66 W. 12th St.	Hans Simons President
New York	New York University Radio Dept. Washington Square	Warren A. Kraetzer, Co-ordinator Office of Radio-Television

STATE AND CITY	INSTITUTION OR INDIVIDUAL	EXECUTIVE
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<u>PENNSYLVANIA</u>		
Cambridge Springs	Alliance College	Dr. A. P. Coleman President
<u>RHODE ISLAND</u>		
Providence	Rhode Island Committee on Educational Television %Rhode Island Juvenile Court House	Albert J. McAloon Chairman
<u>CANADA</u>		
Ottawa	University of Ottawa	Mr. Miki Berens Educational TV Research Institute of Psychology

5/13/53

SUPPLEMENT #1 to NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 DIRECTORY OF MEMBERS dated 4/1/53

ACTIVE MEMBERS

Colorado

Colorado College
 Station KRCC-FM (91.3 mc, 10 w)
 Mr. Woodson Tyree, Dir. of Speech, Drama,
 and Radio
 Colorado Springs

Indiana

School City of Wabash, Indiana
 Station WSKS-FM (91.3 mc, 10 w)
 Mr. James R. Oliver, Director of Audio Visual Education
 Wabash

Massachusetts

School Committee of Springfield, Mass.
 Station WEDH-FM (91.7 mc, 10 w)
 Mr. William J. Sanders, Superintendent of Schools
 32 Spring Street
 Springfield

ASSOCIATE MEMBERS

California

Office of County Superintendent of Schools of Los Angeles
 Mrs. Helen Rachford, Director of Audio-Visual Education
 808 N. Spring Street
 Los Angeles (12)

New York

State University, College for Teachers, at Buffalo
 Mr. D. Paul Smay, Director of Visual Education
 1300 Elmwood Avenue
 Buffalo, New York

SUPPLEMENT #2 to NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
DIRECTORY OF MEMBERS DATED 4-1-53

ACTIVE MEMBERS

Indiana

School City of Gary, Indiana
524 Garfield St.
Gary

Attn: Mr. Edwin Carmony, Supervisor Audio-Visual Education

ASSOCIATE MEMBERS

Michigan

Muskegon Public Schools
Hackley School
Muskegon
Attn: Mrs. Kari N. Franck

AFFILIATE MEMBERS

Illinois

Miss Judith Waller
National Broadcasting Co., Inc.
Merchandise Mart
Chicago

New York

Implementation Committee on Television
Bureau of Applied Social Research
Columbia University
427 W. 117th St.
New York 27, N.Y.
Attn: Miss Marjorie Fiske, Executive Secretary

9-28-53

SUPPLEMENT #3 to NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
DIRECTORY OF MEMBERS DATED 4-1-53

ACTIVE MEMBER

California

San Bernardino Valley College
Radio Station KVCR (FM) (91.9 mc.-- 1 kw)
701 S. Mt. Vernon Ave.
San Bernardino,
Attn: Dr. John L. Lounsbury
President

ASSOCIATE MEMBER

Washington

Clark College
Fourth Plain Road
Vancouver,
Attn: Mrs. Hermine D. Decker
Director of Speech and Drama

AFFILIATE MEMBER

North Carolina

The Junior League of Charlotte
Television Committee
c/o Mrs. Robert I. Dalton, Jr., Chairman
Route 1
Matthews, N.C.

6/1/52
C



this is the

NAB

TAPE NETWORK

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS JANUARY 1952





this is the **NAEB** **TAPE NETWORK**

WHAT IS THE NAEB TAPE NETWORK?

The NAEB Tape Network is a cooperative organization devoted to the dissemination of outstanding radio programs. It is operated by the National Association of Educational Broadcasters for its member stations, which are owned by educational institutions, municipalities, and other public service agencies. It provides for the mutual exchange of the best programs of its member stations and procures and distributes programs from other agencies engaged in the production of radio programs of serious purpose and mature content.

An exchange network service has long been considered and discussed by educational broadcasters. The NAEB Tape Network began in January of 1950 when the manager of New York City's municipal station WNYC, Mr. Seymour N. Siegel, offered to a limited group of stations a tape recorded program series titled, **We Human Beings**. The growth of the idea was phenomenal. The WNYC staff did a Herculean task in starting the tape network. Within six months it had grown from a hopeful dream to an efficient exchange service supplying 35 stations. However, the manifold problems of finances, personnel, and time became increasingly acute. An offer to assume custodianship of the network was made by the Division of Communications of the University of Illinois. In January, 1951, headquarters for the operation was moved to the Illinois campus. In the months that followed, the network grew to 62 participating stations. The schedule expanded to seven program hours per week.

The NAEB Tape Network is predicated on the simple belief that the use of radio exclusively for entertainment and the selling of merchandise is a

serious waste of a major national resource. In addition to these uses, radio broadcasting is capable of being an important instrument in the dissemination of information, opinion, discussion, and interpretation essential to the solving of today's complex problems. Radio can also provide, and on a vast scale, meaningful cultural experiences. To this kind of radio broadcasting, the NAEB is dedicated.

HOW DOES THE NETWORK OPERATE?

To date, programs used have been produced by member stations, the British Broadcasting Corporation, the Canadian Broadcasting Corporation, the Cooper Union, the Twentieth Century Fund, the Lowell Institute, the Rocky Mountain Radio Council, commercial stations and networks, university sponsored conferences and symposia, and various public service institutions. The programs are selected by a program committee composed of representatives of member stations in various parts of the country.

The programs are assembled at network headquarters, where they are checked, edited, and made ready for duplication. Twelve copies are then made of each program. As the name implies, the entire operation is carried on through the magic of magnetic tape. The copies are "bicycled" around twelve geographical "legs," each made up of five or six stations. Early in 1952, the network will have a duplicating machine capable of reproducing ten copies of a program per run-through, and at fast speed. This mass duplication will permit the discontinuing of the time-consuming bicycling technique. A copy of each program will be made for every station, permitting a vastly expanded and accelerated operation.

Before the processing of the tapes begins, the stations are advised of what will be available and are supplied with complete information about the programs. A tentative schedule is suggested, and it is modified into the final broadcast schedule on the basis of acceptance by the stations. The individual stations are free to accept or reject programs on whatever basis they choose. There is no option time and no restriction or pressure on the stations in the use of available programs. On this purely voluntary basis, acceptance and use of network programs reaches a significant figure. Apart from specialized series designed for a certain seg-

ment of member stations, and offered on a limited basis, upwards of 90% of the stations use any given series of programs. This is indeed remarkable considering that educational stations are rather severely limited in air time, and the inclusion of an hour-long program in the schedule is a major task.

The tape network is governed by its member stations, since it is responsible to the board of directors of the NAEB, which is elected annually by representatives of the stations.

WHO PAYS FOR THIS NETWORK SERVICE?

When the network was launched it was anticipated that it would be mutually supported by the member stations. While this is a sound and independent plan, it quickly became apparent that some outside help would be needed during the formative period. In June, 1951, it was announced that the W. K. Kellogg Foundation, of Battle Creek, Michigan, had made a generous grant to the NAEB for the general purpose of stimulating, expanding and improving educational broadcasting. Included in the grant were funds to assist in the establishing of an educational network. Funds for the first year provided the necessary equipment to operate such an enterprise, and an adequate operating budget. In the three succeeding years a diminishing proportion of the annual operating budget is provided. During this period the member stations assume an increasing share of this cost. Beginning with the fifth year, the membership undertakes full financial responsibility.

From estimates possible at this time, it seems certain that member stations will be able to obtain top-quality programs at a per-program-hour cost significantly lower than for any other acceptable programming. They will receive outstanding programs which would be unobtainable on an individual station basis. By incorporating the ready-made network offerings into their program schedules, the individual stations can devote a greater amount of their precious time and money to their own productions. The net result will be a major improvement in the scope, variety, and quality of educational programs.

THE RECORD!

Since January, 1950, the network has distributed 30 regular series containing 297 individual programs and totaling 224½ program hours. Of the 30 series, 9 have been music for a total of 94 hours. Four series and 37 hours have been cultural drama. There has been one series of children's programs, 6½ hours. Forums, discussions, and talks account for 10 series and 64¾ hours. Documentary type programs covering a wide variety of subjects were presented in 6 series and 22¼ hours.

SERIES

I	We Human Beings.....
II	A Long Life.....
III	Cooper Union Forum: Great Themes in the Great Hall.....
IV	Sesquicentennial Concerts of the U.S. Army Band.....
V	Music for the Connoisseur.....
VI	Canadian Concerts.....
VII	BBC World Theatre.....
VIII	The Human Adventure.....
IX	Readers Almanac.....
X	Cooper Union Forum: Ideas & Their Communication.....
51-1	Los Angeles County Museum Chamber Music.....
51-2	Cooper Union Forum: America in Crisis.....
51-3	Music for the Connoisseur.....
51-4	Cooper Union Forum: Women.....
51-5	Nature of the Universe.....
51-6	New World of Atomic Energy.....
51-A	Payne Award-Winning Play.....
51-B	New Republic Panel: TV & Education.....
51-7	Music for the Connoisseur.....
51-8	BBC World Theatre.....
51-9	The People Act.....
51-10	Stories 'n Stuff.....
51-11	Festival Concerts.....
51-12	International Visitor.....
51-13	Masterworks Story.....
51-14	America and the World.....
51-15	Bligh of the Bounty.....
51-16	U.S. Army Band Concerts.....
51-C	American TV Society Forum: Televising Trials & Hear.....
51-D	Crossing on the Troop Ship "General Patch".....

In addition to the regular program series, the network has distributed three "dated" series, which were given special handling because of their immediacy. Included were the provocative forum conducted by the New York *Herald Tribune*, and the **Fourth Annual Conference of Businessmen and Educators** held under the auspices of the Babcock Institute. The third special series is the venerable **University of Chicago Round Table**, which is distributed weekly, on a continuing basis, to more than thirty stations.

NO. OF STATIONS USING	NUMBER OF PROGRAMS	TIME OF EACH PROGRAM	TOTAL NO. OF HOURS
12	7	:30	3:30
17	10	:30	5:00
13	12	1:00	12:00
11	7	1:00	7:00
15	13	1:00	13:00
11	11	:30	5:30
21	13	1:30	19:30
20	8	:30	4:00
8	13	:30	6:30
19	10	1:00	10:00
9	13	1:15	16:15
27	9	1:00	9:00
34	13	1:00	13:00
27	12	1:00	12:00
38	8	:30	4:00
34	11	:15	2:45
43	1	:30	:30
43	1	:30	:30
62	13	1:00	13:00
61	13	1:00	13:00
62	13	1:00	6:30
63	13	:30	6:30
62	13	1:00	13:00
61	13	:15	3:15
62	13	:15	3:15
61	13	:30	6:30
60	8	:30	4:00
60	10	1:00	10:00
ings 60	2	:30	1:00
60	1	:30	:30

A GLIMPSE AT THE FUTURE

Educational broadcasters feel a modest pride in the quantity, the diversity of subject matter, and the quality of the material distributed by the network. They feel intense enthusiasm for the future. The network is currently being organized on a permanent, business-like basis. When this organization is accomplished and the headquarters is completely equipped, it will be possible to expand the schedule to as much as 500 hours of programming per year. A constant search is carried on to find new sources of meaningful program material.

A stimulating prospect for the future is exemplified by the recent grant to the NAEB by the Adult Education Fund of the Ford Foundation, for the purpose of producing four series of programs. On a scale hitherto impossible, people with extensive experience in both education and broadcasting will have the opportunity to bring together outstanding subject-matter experts and the finest radio writers and producers. The programs will be authoritative in content and as suitable to the medium of radio as the best talent can make them. They will be heard on the NAEB Tape Network.

In time for the second semester of the 1951-52 school year, the network will begin the distribution of programs specifically designed for in-school listening. The wide use of radio for classroom instruction indicates that this undertaking will be a major step forward in the network's service.

The National Association of Educational Broadcasters is hopeful that its network will continue to grow and enlarge its position as the chief source, in the United States, of mature, intelligent, and provocative radio programs.

ALABAMA

WUOA (FM)
University of Alabama
Tuscaloosa

CALIFORNIA

KCVN (FM)
College of the Pacific
Stockton
KUSC (FM)
University of Southern
California
Los Angeles

FLORIDA

WTHS (FM)
Division of Vocational
Education
Miami

GEORGIA

WABE (FM)
Board of Education
Atlanta

ILLINOIS

WBEZ (FM)
Board of Education
Chicago
WEPS (FM)
Board of Education
Elgin
WILL (AM)
University of Illinois
Urbana
WIUC (FM)
University of Illinois
Urbana
WNUR (FM)
Northwestern University
Evanston

INDIANA

WBAA (AM)
Purdue University
Lafayette
WEVC (FM)
Evansville College
Evansville
WFIU (FM)
Indiana University
Bloomington
WGRE (FM)
DePauw University
Greencastle
WNAS (FM)
School — City of New Albany
New Albany

WVSH (FM)
School — City of Huntington
Huntington

WWHI (FM)
Wilson Junior High School
Muncie

IOWA

KDPS
Public Schools
Des Moines
KSUI (FM)
State University of Iowa
Iowa City
KWAR (FM)
Wartburg College
Waverly
KWLC (AM)
Luther College
Decorah
WOI (AM)
Iowa State College
Ames
WOI (FM)
Iowa State College
Ames
WSUI (AM)
State University of Iowa
Iowa City

KANSAS

KANU (FM)
University of Kansas
Lawrence
KFKU (AM)
University of Kansas
Lawrence
KMUW (FM)
University of Wichita
Wichita
KSAC (AM)
Kansas State College
Manhattan
KSDB (FM)
Kansas State College
Manhattan

KENTUCKY

WBKY (FM)
University of Kentucky
Lexington
WFPL (FM)
Louisville Free
Public Library
Louisville

LOUISIANA

WLSU (FM)
Louisiana State University
Baton Rouge

MASSACHUSETTS

WBUR (FM)
Boston University
Boston
WGBH (FM)
Lawell Institute
Boston

MICHIGAN

WDTR (FM)
Board of Education
Detroit
WKAR (AM)
Michigan State College
East Lansing
WKAR (FM)
Michigan State College
East Lansing
WMCR (FM)
Western Michigan College
Kalamazoo
WUOM (FM)
University of Michigan
Ann Arbor

MINNESOTA

KUOM (AM)
University of Minnesota
Minneapolis
WCAL (AM)
St. Olaf College
Northfield

MISSISSIPPI

WMMI (FM)
Meridian Municipal
Junior College
Meridian

MISSOURI

KSLH (FM)
Board of Education
St. Louis

NEW JERSEY

WBGO (FM)
Board of Education
Newark
WSOU (FM)
Seatan Hall College
South Orange

NEW YORK

WAER (FM)
Syracuse University
Syracuse
WNYC (AM)
Municipal Broadcasting
System
New York City
WNYC (FM)
Municipal Broadcasting
System
New York City
WSHS (FM)
Board of Education
Floral Park

NORTH CAROLINA

WGPS (FM)
Board of Trustees
Greensboro

NORTH DAKOTA

KFJM (AM)
University of North Dakota
Grand Forks

OHIO

WKSU (FM)
Kent State University
Kent
WMUB (FM)
Miami University
Oxford
WOSU (AM)
Ohio State University
Columbus
WOSU (FM)
Ohio State University
Columbus
WTDS (FM)
Board of Education
Taleado

OKLAHOMA

KWGS (FM)
University of Tulsa
Tulsa
WNAD (AM)
University of Oklahoma
Norman
WNAD (FM)
University of Oklahoma
Norman

OREGON

KBPS (AM)
Portland Public Schools
Portland
KOAC (AM)
Oregon State College
Corvallis
KWAX (FM)
University of Oregon
Eugene

PENNSYLVANIA

WDUQ (FM)
Duquesne University
Pittsburgh
WSAJ (AM)
Grove City College
Grove City
WUSV (FM)
University of Scranton
Scranton

SOUTH DAKOTA

KUSD (AM)
University of South Dakota
Vermillion

TENNESSEE

WUOT (FM)
University of Tennessee
Knoxville

WASHINGTON

KUOW (FM)
University of Washington
Seattle
KWSC (AM)
State College of Washington
Pullman

WISCONSIN

WHA (AM)
University of Wisconsin
Madison
Wisconsin State
Radio Council Network
WHA (FM) Madison
WHKW (FM) Chilton
WHWC (FM) Colfax
WHAD (FM) Delafield
WHLA (FM) West Salem
WHRM (FM) Rib Mountain
WLBL (AM) Auburndale

PUERTO RICO

WIPR (AM)
Oficina de Radioemision
Publica
San Juan

For information on these programs and broadcast schedules . . .

WRITE:

National Association of Educational Broadcasters
119 Gregory Hall
University of Illinois
Urbana, Illinois

MATERIALS AVAILABLE FROM NAEB HEADQUARTERS

Exhibit D

<u>STUDIES NOW AVAILABLE</u>	<u>Pages</u>	<u>Binding</u>	<u>Issued</u>	<u>Period Covered</u>	<u>Gen. Price</u>	<u>Members' Price</u>
Los Angeles-TV (Monitoring Study #2)	94	Paper	Dec. '51	May 23-29, '51	\$5	\$1
Chicago Summer Television (Study #3)	73	Paper	Dec. '52	July 30-Aug. 5, 1951	\$5	\$1
NAEB Radio-TV Bibliography	129	Paper	Dec. '52	Jan. 1, 1949 June 30, 1952	\$2	One Copy Free
New York TV Re-Visited (Studies #1 & #4)	108	Paper	Jan. '53 & Jan. 4-10 '53 (Compared)	Jan. 4-10, '52 Jan. 4-10 '53 (Compared)	\$5	\$1
NAEB Region II Seminar Workshop Report	25	Paper	May '53	Mar. 13-14, '53	\$1	One Copy Free
Television Equipment (NAEB Engineering Committee Report)	25	Paper	May '53		\$1	One Copy Free
NAEB Region III Workshop Proceedings	19	Paper	June '53	May 22-24, '53	\$1	One Copy Free
School Broadcast Seminar (Third Allerton)	50 about	Paper	June '53	June 15-24, '52	\$1	One Copy Free
New Haven TV Study	100	Paper	Sept. '53	May 15-21, '52	\$5	\$1

STUDIES AVAILABLE SOON

3rd New York TV Study	about 100	Paper	Oct. '53	Jan. 4-10, '53	\$5	\$1
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LP RECORDS AND TAPES AVAILABLE NOW

The Jeffersonian Heritage. 13 half-hour programs on seven 12" discs. Stars Claude Rains. Released NAEB Tape Network on Sept. 15, 1952. Price \$25 for the album.

Ways of Mankind. Series I and II-13 half-hour programs each on seven 12" discs. Series I Released on the NAEB Tape Network on Dec. 14, 1952, and Series II released on the NAEB Tape Network on October 4, 1953. Price \$25 each for the albums.

People Under Communism. Seven one-hour programs on seven 12" LP discs. Released on the NAEB Tape Network on Dec. 7, 1952. Price \$25 for the album.

Voices of Europe. About 65 half-hour programs prepared by Milton Mayer in Europe during the summer of 1952. Released Nov. 15, 1952, to NAEB Tape Network. Available on tape at 7½ ips only. Price: \$5 per program, which includes the price of the tape.

SCRIPTS

No scripts are available direct from the producers. Scripts on the Jeffersonian Heritage, Ways of Mankind, and People Under Communism are being printed by the Beacon Press, 25 Beacon St., Boston 8, Mass.

The Jeffersonian Heritage is now available in book stores. Scripts of the other series will be released by Beacon Press during the fall of 1953.

Allerton House 1949, 1950

ROBERT B. HUDSON

ROBERT B. HUDSON, Director of University Broadcasting at the University of Illinois, has been active in the fields of both education and radio. After some years of work in adult education, he organized and served as director of the Rocky Mountain Radio Council, an association of thirty colleges and universities which, since 1939, has been coöperating with commercial radio stations in presenting public-service programs. More recently, he was a radio consultant to the OWI, and from 1945 to 1950 was director of Education and Opinion Broadcasts for the Columbia Broadcasting System.

The seminars on educational broadcasting held at Allerton House, a conference center of the University of Illinois, were the outcome of conversations between John Marshall of the Rockefeller Foundation and Wilbur Schramm of the University of Illinois. Dean Schramm served as the director of the 1949 seminar, and Mr. Hudson as the general chairman of the seminar in 1950.

AT LONG last educational broadcasters have discovered that they are not faint, isolated whispers in the broadcasting world. They have discovered for the first time that they are a part of something of great significance in America. Furthermore, among them is a general recognition not only that their role is important (they have always believed it to be), but that now there is some prospect of their controlling their own destiny.

For a group which has been broadcasting more or less regularly since the early 'twenties, and whose members stood with their few stations against economic and political buffeting in competitive seas better charted and more efficiently navigated by commercial broadcasters, such a discovery warrants a bit of looking into.

The discovery that things were not what traditionally they seemed to be was made by a relatively small group of men meeting under circumstances which were hardly extraordinary. About twenty directors of educational radio stations and university program-producing centers were invited to Allerton House for two weeks in the summer of 1949 for a stocktaking of educational broadcasting. These men knew each other well—as a matter of fact they had been meeting together at conventions for years—and they had some acquaintance with the other fellow's problems. But common problems were usually overshadowed in these meet-

ings by peculiarities of their specific application. The men who gathered at Allerton House were accustomed, too, to their "step-child" role in American radio, and knew that not infrequently educational radio was accorded similar status on their home campuses as well. They had watched, during three postwar years, as commercial networks and stations dropped all pretext of educational broadcasting, substituting for it mainly the Advertising Council's public service formula—calls to action with little premium on understanding.

But commercial radio and its practices were not on the Allerton House agenda. Here was a chance for educational broadcasters to think coöperatively and consecutively about noncommercial radio. No one was present to sell them on a program or to draw the grand design. Their advisers were not there to remind them of a mission in life. Even the representatives of the radio industry came to be counted and to talk theoretically of free speech, rather than to recommend courses of action. They were on their own, and there was adequate time for soul searching.

The daily sessions of the seminar, planned in advance by a steering committee, tended to be overprogrammed for fear that time might hang heavy on the hands of a group of active radio men who found themselves suddenly set down in the heart of the Robert Allerton Park and almost literally withdrawn from the world. But before two days had passed, the agenda was scuttled and the whole group was aflame over the central question: "What is the job of educational broadcasting?" What is it doing? What is it not doing which it should be doing? What properly should be expected of it? What is its role in American life and culture? What is it waiting for? Questions like these completely consumed the attention of the group in its scheduled meetings, in rump sessions, in committees, at meals, in the Monticello tavern, and in countless bull sessions. As the group buckled down to its task, it seemed that suddenly a great truth had been revealed which long had haunted every man present but which had seldom escaped

from deep in his subconscious—the truth that educational radio not only has a job to do, but it is capable of doing it. The sheer relief in getting at this matter was electrifying; the wall of repression, buttressed by years of rationalizations and expediencies, came tumbling down and educational radio, for the first time in its turbulent history, was on the move.

Throughout the days which followed, a practical, forward-looking operational pattern took form, but not before the group painstakingly reviewed and restated the nature and the goals of educational broadcasting.

The Allerton seminar asserted that the aims of educational broadcasting are the broad aims of education; that education in a democracy has the responsibility of lifting the level of understanding and appreciation of the people, of giving the individual a knowledge of himself and his society and of the sources of tensions and perplexities in each; that in a free society it is essential that the individual have a continuing sense of belonging and participating, of keeping up with a complex and fast-moving world; that it is the responsibility of education to foster and further that feeling of belonging and counting.

The seminar pointed out that educational broadcasting has been most clearly distinguished by its high concern for integrity in the selection and handling of materials, and by its consistent dedication to social purpose. This purposeful activity has taken several forms, among which are: (1) informing, (2) stimulating the individual to organize and give meaning to information, (3) contributing to the understandings that make for better human relations and adjustment, (4) broadening participation in the culture of our society, (5) acting as an outlet for the varied expressions of the community which the station serves, and acting as a force within the community to help it solve its problems, and (6) leading the way, by experiment, toward new forms and activities of broadcasting. On this latter point the seminar gave appropriate emphasis to the truism that people cannot come to like what they

have never experienced, thus underlining the basic fallacy of the program popularity-rating systems as program determinants. It went on to reassert that broadcasters must provide that variety of experience which permits and encourages the development of tastes and interests. For broadcasters, this implies an obligation to experiment with both form and content.

In a forthright indictment of narrowly conceived policies and practices, the seminar argued that educational broadcasting, like education itself, cannot in a democracy be the prerogative of a privileged few. Educators on the air have often tried to serve the needs of such limited groups as have already been exposed to the benefits of considerable formal education. There is danger that these special services will be given too great an emphasis and that the medium will fail to carry information, understanding, and culture to the large portions of the general public which are not highly educated and are therefore more difficult to reach with serious material. The seminar argued further that the effort should be made directly and frequently, by educational broadcasters, to reach and serve the greatest possible number of people, always bearing in mind the fact that the universal audience is made up of a number of publics, and that generally speaking no one program will reach all these publics and therefore all the audience.

It should be noted here that a program intended to appeal to the universal audience must be based upon interests common to all people, and such interests are rare indeed. There are many elements which tend to limit the universal audience, such as age, sex, educational background, occupation, economic status, place of residence, the form of the program selected, the difficulty of the presentation, and the selection of the area of the problem. It should also be noted that each individual finds himself in many and quite different listening publics.

The seminar spent much time trying to think through and resolve satisfactorily the "mass *vs.* class" issue. Commercial broad-

casters, now even more than in earlier years, appear to be programming for the mass—or, perhaps more accurately, the largest realizable minority—audience. While leaving the so-called mass audience to the entertainment-centered commercial interests, the educational broadcaster must not fall equally captive to the class audience. The seminar reasoned it this way: one great purpose of the educational broadcaster is to render service to those publics which are not otherwise being served. In creating a program for any public in terms of the need or interest that defines that public, the broadcaster will try to reach the entire public. When broadcasting is serving the interest of such publics, the size of the obtained audience is not to be measured against the size of the universal audience, but rather against the size of the public selected. When the public is small, the obtained audience will, of course, be small. If the need or interest served is important, the smallness of the audience may be justified. But there is no merit in smallness of audience in itself. If the potential audience for the program is large and the obtained audience is small, the situation should be analyzed carefully to make certain that the size of audience is not a result of poor audience promotion or lack of imagination and skill in program design.

The deliberations of the seminar went beyond the broad examination of purposes and the assessment of responsibility for serving audiences of various sizes and compositions. Critical attention was given to the nature of noncommercial broadcasting. It was pointed out that our social structure recognizes both profit-making and nonprofit institutions. The school and the university have as clear a place in our society as the small business and the corporation. Both profit and nonprofit institutions support the American way of life.

Furthermore, society requires different services from the two kinds of institutions. The educational institution and its broadcasting arm exist entirely to render public service and to make education widely available. Their success is judged not by eco-

nostic results, but by achievement in reaching this educational objective. The noncommercial broadcaster, no less than the commercial, is dependent upon proper financing, skills, techniques, knowledge of his audience, and limitations of the medium. But the similarities of his operation to commercial operation are dictated by the requirements of the medium, rather than by purposes and goals. Some educational institutions maintain their own facilities; others, through their production departments, use available time on commercial stations; still others use both. Whatever the avenue used, these institutions must meet professional standards of production. But whereas the commercial station in its daily program design must emphasize the common denominators of public taste, and reflect in many of its programs the widespread popular desire for relaxation and escape, the educational station operator can aim his programs at the wide variety of special needs and interests in his audience. He can program for unserved segments of the universal audience, for special areas or special needs. He can offer a service flexible enough to meet individual differences, and can reflect the total resources of education in terms that will appeal, at different times, to all segments of the audience. Especially if he has his own station, he can provide the continuity of programming which is so essential to the educational process, on a regular and long-time basis rather than the limited and sporadic basis which limits the educational broadcasting of commercial stations. He can do this because his *primary* purpose is education. Whereas a commercial broadcaster may highlight a public service or educational program with great production skill and for a large ready-made audience, the noncommercial broadcaster can design his entire program structure in the light of educational needs and resources.

From these general discussions of philosophy and objectives, the 1949 Allerton House seminar moved to some considerations of implementation. It outlined a program which the individual educational broadcaster might follow in assessing community

needs and resources, developing new program techniques, building audiences, developing areas of research and "pilot plant" experiments, and training personnel. The largest and by far the most important step it took, however, lay in its spelling out what educational broadcasters working together can do. The seminar recommended and indeed set in motion plans for (1) a central service for sharing programs, by tape or transcription, and (2) a long-range plan for an educational network and a well-financed program-producing center.

The single most important factor contributing to the slow growth and development of educational broadcasting over the years has been the unfavorable ratio of program staff and resources to the number of hours in the broadcast day. It is obvious that a simple exchange of the better programs produced by each educational station or university program-producing center would not only relieve the pressure on each staff, but upgrade the program output as well. A central program-producing service would supplement this exchange and bring exciting new resources and production skills to bear all along the line.

The 1949 Allerton House seminar adjourned on this note of hope and dedication. The prologue had been written. The charge set off is still reverberating, firing imaginations, and igniting new actions in many quarters. A postseminar committee which included in its membership Richard B. Hull, director of the Iowa State College station WOI (AM-FM-TV); George Probst, director of the University of Chicago Round Table; and Harold McCarty, director of the University of Wisconsin station WHA and the Wisconsin State FM network, immediately began the task of formulating the long-range plan for organizing a network of educational stations, developing a central program-producing service, and exploring possible sources of financial support for the enterprise. Concurrently Seymour Siegel, director of the New York City stations WNYC and WNYC-FM, took the initiative in implementing the program-exchange proposal of the seminar.

Mr. Siegel and his staff inaugurated the "bicycle network" in the fall of 1949. Its operation involved the routing of tape recordings of high-quality educational programs from station to station around the country. This practical demonstration of self-help caught on quickly, and within the short space of one year the "bicycle network" is providing four hours of programs per week to twenty-eight educational stations from Boston to Los Angeles, and from Minneapolis to Baton Rouge.

In view of the encouraging and dynamic results of the first Allerton House seminar, its sponsor, the Division of Communications of the University of Illinois, proposed a second one. Again the Humanities Division of the Rockefeller Foundation agreed to underwrite the out-of-pocket expenses of participants and visiting staff. The National Association of Educational Broadcasters gave its enthusiastic endorsement to the proposal. Where the first seminar was chiefly concerned with policy—what is the job of educational broadcasting?—clearly the 1950 Allerton House seminar should address itself to program content—what to say, and how to say it effectively.

It is worth noting in this connection that the end product of radio—the program—is the area most neglected by broadcasters. There are literally no meetings of broadcasters in America where programs are the central concern. Attention to them is confined to gross audience pull as it is reflected in ratings. Program content is examined only as a likely culprit in instances of low circulation. Such other attention as programs may get is likely to be centered on production techniques and the peculiar disciplines of the medium, rather than on program content and meaningful communication.

The planners of the second Allerton House seminar turned their backs firmly on the studio-technique emphasis in production, important though it is, and resolved that the seminar should concern itself with "idea production," or idea communication through the medium of radio. This time the seminar would be

composed not of educational station executives as in the first instance, but of program and production directors—the young men and women in educational stations who have the privilege and the responsibility of building programs from their very inception, taking them through their several stages of development and, finally, through the actual air performance. These are the key people in radio programming, and the 1950 seminar was conceived and organized on a basis calculated to help them take a fresh look at education's resources, at the programmer's problem of drawing significance from these resources, and at ways and means of effectively communicating that significance.

In lifting program people, for a fortnight, out of their day-by-day routine of broadcasting for the purpose of helping them in testing and resetting their sights, the obvious and most promising method was to bring them into contact with fine minds, each of which was a specialist in a field educationally and socially important. Following this plan, guests of the 1950 Allerton House seminar, for a day or two each, included Allan Nevins in history, Robert Redfield in the social sciences, Kenneth Hudson in the fine arts, Wilbur Schramm in communications effects, Walter Agard in literature, Richard McKeon in philosophy, Dr. A. C. Ivy in medical sciences, Clifton Utley and Phillips Talbot in public affairs, Le Cronbach in educational psychology, O. H. Mowrer in mental hygiene, and David Randolph in music. Fred S. Siebert and Charles Sandage joined up for special sessions, respectively, on government regulations as they affect programs and on audience research.

These men gave active leadership as the seminar explored subject areas which, heretofore, have remained largely unworked by broadcasters, and other areas not unfamiliar to radio listeners but in which the broadcasts have been conceived narrowly. The sessions alternately took on the characteristics of a master-student relationship and the pointed interrogations of a closed-circuit "Meet the Press." Members of the seminar were hard taskmasters

and the discussions were vital and penetrating. Practicality was assured through the participation, in all sessions, of either Robert Lewis Shayon or Homer Heck, two of the abler and more experienced commercial network producers. The "technical-consultant-in-residence" role of these men contributed greatly in bridging the gap between theory and practice, and their evaluations for the medium of the scores of ideas introduced from the several substantive areas was especially noteworthy.

The 1950 Allerton House seminar kept records of its discussions in abridged form. All members of the seminar participated in drafting the summaries, and the combined reports of the daily sessions constitute an imposing document. Already these are being drawn upon heavily in program planning by most educational stations. Obviously, these daily reports cannot be reproduced here; neither can one do justice to major subject areas by thumbnailing the discussions of them. Suffice it for purposes of conveying some insight into the nature of the seminar to give here a few excerpts from the seminar notes on the discussions devoted to the problem of broadcasting literature, guided by Professor Walter R. Agard.

A literary work is basically a work of art, declared the seminar. It is also in its content a social document. It is a door to the comprehensive understanding of a whole culture. "Confronted by a work of art," as Alfred North Whitehead says, "the individual has an experience limited only by his own ability to respond to it in terms of these three consecutive steps in learning: (1) *romance*, through awareness of its interest, importance, and vitality; (2) *precision*, through the understanding of its tools and techniques; (3) *generalization*, through realization of its relation to the whole of life." "Educators," Professor Agard observed, "too often begin with the second step; radio rarely goes beyond the first."

The seminar agreed that radio, so far, has tended to reflect the episodic nature of American life. Just as we live in "fifteen-minute shots," so our approach to literature has been fragmentary, un-

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The seminar agreed that radio, so far, has tended to reflect the episodic nature of American life. Just as we live in "fifteen-minute shots," so our approach to literature has been fragmentary, un-

directed, and incoherent. Radio should give to the study of literature a more integrated continuity and should evoke in the listener a sense of growth and achievement.

The seminar recognized three basic approaches to the presentation of literature on the air. One may present the literary work itself, either in its original form or through adaptation or condensation. One may review the work, revealing what may be found in the work. Or one may interpret, analyze, or criticize, presenting material which illuminates the work, evaluates it, or reveals its significance. Sometimes two or more of these methods may be combined. Professor Agard argued that there is danger of losing sight of the purpose when combining criticism with the work itself on the same program. Presenting the work directly and without comment is effective in itself. Literature can stand on its own feet. It is provocative, and listening to it is an active process which results in a degree of learning at the listener's level of understanding. Radio assists this process through its faculty of speaking to the listener directly and personally. It relieves the listener of the responsibility of the mechanics of the reading process, permitting greater participation.

Criteria for selecting the form for presenting literary works by radio were observed by the seminar to include: (1) the validity of the form in which the author has chosen to cast his work, whether novel, play, short story, poem, or essay; (2) the appropriateness of the form to the purpose of the program; (3) the suitability of the form to the medium of radio, and (4) the consistency of the form with the resources of the broadcaster. In the light of these considerations, a play might be read by a single voice, a story dramatized, an essay rewritten as a panel discussion or a dialogue. However, a broadcaster may well consider the validity of the author's choice of form the most compelling factor.

The seminar felt strongly on the point that purposive organization of literary works and analytical comment into an integrated "course" or series of programs makes possible a greater sense of

continuity and achievement. The listener has a sense of "going somewhere" or of a deepening experience. Organization may be through a series of programs the same day each week, or through programming an entire evening around different aspects of a single unifying idea, if it is to accomplish this integrated effect. The approaches to literature around which a program series might be unified are many and varied:

1. A study of the growth of important ideas may be traced in the great literature of history, as in the currently popular *Great Books* series which, though stimulating, is not truly integrated.

2. A study of a particular idea, as developed by successive authors in literature, may point up the idea of democracy or the problem of man and his environment. Just as the previous approach selects a group of authors and studies their ideas, this approach selects an idea and studies the authors who have advanced it. A kind of concordance of ideas, *The Syntopicon*, is being compiled by the University of Chicago, listing the contributions of a large number of authors to certain ideas.

3. Great single works, such as *War and Peace*, may be presented in installments.

4. A chronological study of an author may be presented under a general subject, such as "The Development of Ibsen as a Dramatist."

5. The works of the same author may be approached through systematic study, such as "A Three-Dimensional Appraisal of Ibsen as a Social Critic."

6. Literature is an organic part of the whole culture which produces it, so a period or culture may be revealed through its literature.

7. The origin, development, and uses of a particular literary form or type may deepen the listener's appreciation of the epic poem, social satire, or drama. An example of this type is the WHA series, *History and Myth in Drama*.

8. The development of an historic or legendary story may be

presented as treated by different authors, such as Amphytrion or the Fall of Troy.

The same kind of analysis and systematic study which characterized the seminar's attention to goals and techniques in broadcasting literature prevailed in all other discussions throughout the seventeen days at Allerton House. The examination of subject areas resulted in far more than the mere spelling out of new program series for educational stations. Program discussions included the program concept, selection and treatment of materials, and knowledge of the wants and needs of selected audiences.

The benefits of the seminar cannot be generalized on a group basis or in terms of mere program-performance goals; its impact on the lives of the individual participants was impressive but difficult to assess. In a letter written after the seminar, one participant put it this way: "It was an extremely stimulating intellectual experience. I was made painfully aware of how slack I had been in continuing my education beyond college walls and college years. The shove this experience gave me has overcome my inertia and has given me sufficient impetus for a good hard program of continuing, purposeful self-instruction. The end result should be a better equipped program director."

The Allerton House seminars have been of immeasurable value to the cause of educational broadcasting. They provided stimulus when stimulus was needed, and they provided a basis for coördinated action when combined strength was needed in seizing the opportunities which beckoned. Today, to paraphrase a slogan, educational programs are better than ever. In addition, the "bicycle network" is rolling, a greatly stepped-up tape network operation is being established at the University of Illinois, progress is being made on the long-range plan for a program-producing center, and education is making a unified bid for the reservation of an adequate number of television channels for its exclusive use. If educational broadcasting is on the move, and it appears to be gaining momentum month by month, I believe it is

fair to sum up the spirit and the singular contribution of the Allerton House seminars in the words of Anatole France: "Don't flatter yourself with teaching a great number of details. Put spark to the spirit and people will catch fire where they are inflammable."

Exhibit F.

the (n) national
(a) association
of (e) educational
(b) broadcasters

*takes pleasure in announcing
a second series of grants-in-aid
for content-oriented
radio and television programs.
august, 1953*

*these
grants-in-aid
have been
made possible
by the*

EDUCATIONAL
TELEVISION
AND
RADIO CENTER

*detailed information on
how to apply for one of
these grants is contained
on the following pages.*



- *all applications for grants must be submitted in accordance with the following conditions and must be sent to
NAEB Headquarters, 14 Gregory Hall,
Urbana, Illinois*

details of grants-in-aid

- 1 All applications must be for a grant to help produce a series of content-oriented educational radio or television programs. The programs generally must be in the areas of world affairs, political affairs, economics, or the humanities. However, other areas will be considered and grants may be made in areas outside the four listed.
- 2 Applications may be submitted by any educational institution or school system. An applicant need not be a member of NAEB.
- 3 Applications may be submitted for a grant in either radio or television, or both.
- 4 The grants will not exceed \$7,000 in radio or \$9,000 in television. ***Applications asking for considerably less than these maximum amounts will receive full consideration.*** No grant will include funds for capital expenditures.
- 5 These grants-in-aid are intended to help educational broadcasters help themselves. They can carry the burden of production costs. They should enable the grantee to hire a key person to do that key thing which makes the production possible.
- 6 All programs produced with the help of these grants must be suitable for use by the NAEB Tape Network or the Educational Television and Radio Center.

Rights to the programs produced under the terms of these grants are to be given to NAEB. 7

Applications must be in writing. Six copies of all written material must be supplied, together with examples via tape or film of applicant's technical ability to produce either radio or television programs. 8

Grants will be made on the basis of application; thus completeness and understandability of presentation will be vital. 9

Deadline for applications is October 1, 1953. 10

Production of all projects must start 90 days after grant is made. 11

A firm completion date must be indicated for all series. 12

Reports will be required every 90 days, and at the end of the series production. Reports must cover handling of production and of funds. 13

A tape recording of each radio program produced with the help of these grants must be sent to NAEB Headquarters for possible use on the NAEB Tape Network. 14

A film or kinescope of each television program produced with the help of these grants must be sent to NAEB Headquarters for possible use by other educational institutions. 15

● *application form*
for radio-television grants-in-aid

- 1 Attach as *Exhibit "A"* a description of the proposed radio or television program series. This should be long enough to adequately describe the idea. It should be accompanied by a 100-word brief description of the idea.
- 2 Attach as *Exhibit "B"* the proposed budget for this project. This should be in two parts:
 - (1) The part you expect to contribute from your own resources and personnel; and
 - (2) The part you would expect to receive from NAEB.
- 3 Attach as *Exhibit "C"* some evidence of your ability to produce a series of programs in this area. This might include:
 - (1) Tape or film which can be listened to or viewed;
 - (2) Background information on the production people you would use; and
 - (3) Background information on the content authorities.
- 4 Attach as *Exhibit "D"* a statement on the willingness of your institution to accept this grant, to abide by the conditions stipulated, and to make the necessary financial reports. This should be signed by an administrative officer of your organization.

*address
all inquiries
concerning
these grants
to*

● NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
14 GREGORY HALL
URBANA, ILLINOIS

BRITISH BROADCASTING CORPORATION PROGRAMS DISTRIBUTED THROUGH

THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

1950

Drama

The March of the '45	Crime Passionel
The China Run	Prince Genji
The Dark Tower	The Rescuers
The Schubert Discoveries	The Lady's Not For Burning
Hilary Maltby and Stephen Braxton	Rumpelstiltskin
An Inspector Calls	The Tomb of Tutankhamen
The Voyage of Magellan	

1951

Drama

Fire on the Snow	The Ringer
Mother of Cheops	The Calendar
She Steeps to Conquer I and II	Everyman
Queen Elizabeth	Wilson of the Antarctic
It's a Shame to Take the Pay	The Lady's Not For Burning
Canterbury Cathedral	King Henry VIII
Dearest Wife	Caesar's Friend
Happy and Glorious	The Importance of Being Earnest
Cinderella	Richard II
Firelighters	Measure for Measure
Paste	Tartuffe
On the Eve of a New Day	Spiders
Fatheringay--1587	The Goat's Toe
The Young King	Follow the Blue Light

Eligh of the County (Series of 8 programs)

Pride and Prejudice (Series of 12 programs)

Features

The Nature of the Universe (Series of 8 programs)
 Bertrand Russell--Living in an Atomic Age (Series of 6 programs)
 The Meaning of Christmas

1952

Drama

The Boswell Story	The Case of Mary Blandy
Right Well-Beloved Lady	The Long Ending
The Daughters of the Late Colonel	Treason on Trial
Reverence for Life	The Young and Ancient Men
The Misfit	Ants
The Face of Violence	On Translating Vergil & Aeneid: Book V
Ghosts	Uncle Vanya
The Tempest	The Man in the Leathern Breeches
The Government Inspector	Fighter Pilot
All's Well that Ends Well I and II	Dare to be Free

Drama (Con't.)

The Prodigious Snob	Goddess Mother of the South
The Death of Arthur	The Golden Ass
The Slowest Journey in the World	Portrait of the Duke of Wellington
The Sweetest Wine Makes the Sharpest Vinegar	The Father

The Canterbury Tales (A series of 11 programs)

The Virginians (A series of 13 programs)

Features

The Battle of Leyte Gulf	World of Words
The Thames	Cumberland Comeback
Da Vinci	Release from Pain

Doubt and Certainty in Science (series of 8 programs)

Power and the State (series of 7 programs)

Britain and the World (series of 5 programs)

BBC Christmas Shows

Her First Christmas
Christmas Fare
Each in His Own Way
Welcome Yule
The Dickens of a Christmas

1953

Drama

Twelfth Night I and II	The 38th Parallel
The Bearskin	Portrait of Sir Edward Coke
Pytheas	Animal Farm
Women of Troy	Follow My Leader I and II
Court of St. James	Smith of My Fortune
The Gallant Island	As You Like It
Letter From Korea	The Clock
Buried Alive	Strife
The 9:15 to Freedom	The Onlooker's Tale
A Month in the Country	The Seagull
The Constant Wife	The March of the '45 (Re-issued)
The Dark Tower (Re-issued)	The Voyage of Magellan (Re-issued)

Features

The World and the West (series of 6 programs)
Organ Music from British Cathedrals and Abbeys (series of 10 programs)
Science Surveys (series of 3 programs)
Eight Weeks in South Africa (series of 5 programs)
Sovereign Ladies (series of 6 programs)
Coronation Talks (series of 3 programs)
Westminster Abbey

Exhibit H

A short list of typical programmes which might have been incorporated in our output had additional funds been available:

Features

Discoveries in Shakespeare - a series of four by Michael Innes.

The Anathemata - by David Jones.

A Family and a Fortune - by Ivy Compton-Burnett.

Jam Vinctae Vites (The History of Wine) - Edward Hyams.

Drama

Lazare - Andre Obey.

The Plain Dealer - Wycherley.

Emperor and Galilean - Ibsen

The Dance of Death - Strindberg.

The Interned - J. L. Ackerley.

The Hyppolytus of Euripides.

Le Voyageur Sans Bagage - Anouilh.

The Rules of the Game - Pirandello

Poetry

St. John of the Cross - Roy Campbell introducing reading of his own translation.
Personal Anthology - selected by Arthur Waley.

Public Themes in English Poetry - four lectures by Professor Bonamy Dobree.

True Confession - George Barker reading part of his own poem.

Dylan Thomas reading his own "Prologue"

The Freshness of Ourselves - John Wain reviewing poems by Wallace Stevens.

First Reading - John Wain's new monthly magazine of poetry and prose.

Talks and Discussions

The Nature of Political Discussion - Stuart Hampshire

The Fall of Byzantium - three talks by Norman Baynes, Steven Runciman,
Seton Lloyd

Freedom and its Betrayal - six lectures by Issiah Berlin

Creation - a dialogue between D. M. Mackinnon and A. G. N. Flew.

The Migration of Mammals - L. Harrison Matthews, Sc.D.

New Light on Population - Colin Clark

The Age of the Unwise - four talks by Professor C. A. Coulson.

TRANSCRIPTION SERVICE PROGRAMMES
MADE AVAILABLE TO NAB
APRIL 1952 - MARCH 1953

TIME OVER 1 HOUR

DRAMA:

2 18 All's Well That Ends Well
2 12 Twelfth Night - pt. 1 & 2
1 27 The Father
1 28 The Prodigious Snob
1 26 The Government Inspector
2 41 King Richard III - Pt. 1 & 2
1 26 The Silver Tassie
1 59 As You Like It
1 28 A Month in the Country
1 27 She Stoops to Conquer
1 13 Pytheas

1 HOUR

DRAMA:

Animal Farm
The King of Scots
The Clock
12 hours The Canterbury Tales 1 - 14
The Sweetest Wine Makes The Sharpest Vinegar
Death of Arthur 1 and 2
Those in Favour
Woman on the Beach
Strife
The Mystery of the Empty Ship 1 - 3
Jane Clegg
Letter from Korea
The Old Curiosity Shop Episodes 1 - 3
The Onlookers Tale

FEATURES:

Federal Republic
New Soundings
Portrait of Sir Edward Coke
The Thirty-Eight Parallel

FEATURES: (Continued)

Smith of My Own Fortune
The Man in the Leathern Breeches
The Bearskin
The Forgotten People
The Slowest Journey in the World
The Portrait of the Duke of Wellington
Ceremonial Way
Gazooka
Buried Alive

MUSIC:

Coronation Festival Concert

3/4 HOUR

TALKS:

The Christian Impact
The Responsibility of Broadcasting 1 & 2

1/2 HOUR

DRAMA:

There's an Alligator on the Landing
Mr. X.
The Death of Uncle George
Who's Your Lady Friend
The Private View
Fame Without Spur
Dr. Abernethy
Summer Rain
No Name - Episodes 1 - 12
His Brothers Keeper
Autumn Holiday
Luck of the Vails - Episodes 1 - 6
Oliver Twist - Episodes 1 - 12
Mansfield Park - Episodes 1 - 9
The Eustace Diamonds Episodes 1 - 12
Nicholas Nickleby Episodes 1 - 12

FEATURES:

Smoking
Poet and Child

FEATURES: (Continued)

Edward Gibbon Wakefield
 Lord Durham
 Raffles of Singapore
 Through the Iron Curtain
 Scientific Research
 Court of St. James'
 The Worm That Never Turned
 Return to India
 Return to Pakistan
 Besides the Beggar's Opera
 Palace of Westminster
 Throne & People
 The Loins of Scotland
 Royal Occasion

CHILDREN'S PROGRAMMES:

Sovereign Ladies 1 - 3

TALKS: Prisoner at the Bar 1-6

Leonardo da Vinci

The Conflict of Cultures

Toynbee's Reith Lectures 1-6

Modern Poetry 1-4

Twentieth Century Theatre 1-6

$\frac{1}{2}$ HOUR
 TALKS/FEATURES:

The Crown Jewels

An Experiment in Partnership

Tales from the Pacific Islands Nos. 1-5

H.H. Asquith

Charles Villiers Stanford

Frontiers

Reflections on Being Eighty

Britain's Giant Radio Telescope

The Development of Atomic Energy

The Upper Atmosphere 1 and 2

Underwater Television

1/4 HOUR

TALKS/FEATURES: (Continued)

Chromatography

Television for Marine Research

Biological Engineering

The Story of Terylene

Radio Activity

The Jet Stream

Portraits from Memory ..1 - 4

Eight Weeks in South Africa 1 - 5

The Thunderer

The Mystery of the Hieroglyphs

The Last Freedom

Mourning and Consolation

It Stuck in my Mind 1 - 3

The Experience of Age

The Queen's Men:

The Heralds

Coronation Officers

Yeomen of the Guard

Guards of Honour

Her Majesty's Bodyguard

The Sovereign's Escort

Myth or Legend - Glastonbury

- Troy

Exhibit I

N A E B



NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

News Letter

Representing non-commercial, educational AM, FM, and TV broadcasting stations, workshops, and production centers, owned and operated by colleges, universities, school systems, and public service agencies.

MAY 1953

NAEB AND MEMBER STATIONS RECEIVE IERT AWARDS

The National Association of Educational Broadcasters and several of its member stations won twenty-one awards in the radio division of the 17th American Exhibition of Educational Radio and Television Programs. The exhibition was held in connection with the 23rd Institute for Education by Radio-Television at Ohio State University, Columbus, April 16 through 19. The awards include ten first awards, nine honorable mentions, and two special citations.

In Group I (Programs Heard Nationally by Network or Transcription) the NAEB-FAE series "The Jeffersonian Heritage" won the first award in Class 4 (Cultural Programs). The citation read: "An outstanding document in which the best elements of writing, acting, production and direction combine to present an historically accurate record of a significant American tradition. The series makes an invaluable contribution to the understanding of democratic principles without resort to jingoism. Equal in merit to the best commercial network programs 'The Jeffersonian Heritage' proves that educational radio can successfully appeal to a mass audience."

Also in Group I, the NAEB-FAE series "People Under Communism" won a first award in Class 8 (Furthering International Understanding). The citation read: "For presenting vital information concerning one of the major enigmas facing America today in a documentary style well designed to attract the widest possible audience, this series is commended. Excellence of production combines with unquestionably authentic content to explain the motives of world Communism and the reactions of peoples under Communism."

Station WNYE, Board of Education, New York, won two first awards for "This Way to Storyland" and "Americans to Remember." The former in the class for in-school listening by primary pupils; the latter for in-school listening by pupils in the intermediate grades.

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The News-Letter is now edited at Headquarters. All editorial material should be sent to NAEB Headquarters, 119 Gregory Hall, Urbana, Illinois.

The N-A-E-B NEWS-LETTER, published monthly, is distributed from the national headquarters office at the University of Illinois. N-A-E-B members and associate members receive the NEWS-LETTER as part of membership service. Non-members may obtain the publication at a subscription rate of \$5.00 per year. All inquiries regarding subscriptions

and distribution should be addressed to: NAEB, 119 Gregory Hall, University of Illinois, Urbana, Illinois. Editorial copy and inquiries concerning editorial matters should be sent to the Editor, Burton Paulu, Station KUOM, University of Minnesota, Minneapolis 14, Minnesota.

WGBH, Lowell Institute Cooperative Broadcasting Council, Boston, won a first award for the series "Tomorrow's Symphony" for, "providing an unusual program service" and for filling "the need of the listener for better enjoyment and understanding of the Boston Symphony Orchestra concerts broadcast over WGBH..."

First awards were also won by KUOM, University of Minnesota, Minneapolis, for "Old Tales and New"; WHA, University of Wisconsin, Madison, for the series "Radio Almanac"; WUOM, University of Michigan, Ann Arbor, for the series "Radio Guild Laboratory Theatre"; the University of Texas, Austin, for "Polio Primer"; and KUSD, University of South Dakota, Vermillion, for "Fun with Speech."

Honorable mentions were earned by Western Reserve University, Cleveland, for "Issues on Trial"; WGBH, for "News Report by Louis M. Lyons"; WNYE, for "Louis Braille" and "Say it in Spanish"; WUOM for "A Name to Remember"; WNYC, Municipal Broadcasting Station, New York, for "Campus Press Conference" and "Youth Talks it Over"; KUSD for "Candy Cane Lane"; and WFIU, Indiana University, Bloomington, for "Voice of the Campus."

The two special citations were earned by WILL, University of Illinois, Urbana, for "News Analyses by Quincy Howe" and WNYC for its "13th Annual American Music Festival."

CALENDAR OF EVENTS

May 8-10	Education Writers Institute, New York City
May 22-24	NAEB Region II Conference at Ann Arbor
June 22	Northwestern-NBC Radio and Television Institute
June 29	UCLA-NBC Radio Workshop
July 13	Summer Television Institute, University of Detroit
August 3-14	USC Seminar: The Role of Film in Educational Television
August 3-21	Michigan State College Summer Television Workshop
October 29-31	NAEB National Convention, Norman, Oklahoma
November 8-14	American Education Week.

FIRST EMERSON AWARD TO KUHT-TV, HOUSTON

AP--President Benjamin Abrams of Emerson Radio and Phonograph Corporation has announced station KUHT-TV, of Houston, Texas, will receive a \$10,000 Emerson Award as the first non-commercial educational television station in the United States.

The station is scheduled to operate on Channel 8. It is a joint venture by the University of Houston and the Houston Independent School District.

Last June, Abrams announced the first ten television stations to begin non-commercial educational broadcasting would receive grants of \$10,000 each from the Emerson fund.

COAST TO COAST WITH NAEBSers

Prof. Henry L. Ewbank of the University of Wisconsin speech department has written with Prof. Sherman P. Lawton of the University of Oklahoma a new basic text, Broadcasting: Radio and Television which has already been adopted by many universities and colleges. The book is published by Harper and Brothers, New York.

KSLH, St. Louis, celebrated, quietly, its third birthday on April 13.

Keith Nighbert, director of KUSD, University of South Dakota, addressed the annual meeting of the South Dakota Tuberculosis and Health association on April 19. His topic: "Radio and Television in Health Education."

Evidence of the appeal of educational broadcasting is shown in one instance when recently, a listener called up KUOM, the University of Minnesota radio station and asked for the frequencies of half a dozen educational radio stations from Minnesota to New York City. The listener said he planned a vacation trip and refused to listen to commercial broadcasting while driving across country. He also added that he was looking forward to the three-four days of driving as an opportunity to enjoy hours of NAEB and local educational programming.

WBEZ, broadcasting facilities of the Division of Radio and Television, Chicago Public Schools, celebrated its tenth anniversary of frequency modulation operations on April 14th. WBEZ presents more than 100 programs weekly, directed to schools and to the general listening audiences.

Note the special Associate Membership page in this issue. Data were collected by H. Barrett Davis, Lehigh University, at the suggestion of Jim Miles. Watch for later pages of special interest to Associates.

In keeping with the Easter season, KUOM, the University of Minnesota, presented its second annual Lenten Music Festival, a series of twelve programs, including two five hour presentations. Wagner's "Parsifal" was broadcast in full, in a five hour program. Bach's "The Passion of Our Lord According to St. Matthew," and his "Chorale" from the "Easter Cantata" were featured in the second five hour musicale. Palestrina's "Sicut Servus," and Shutz's "Seven Words From the Cross" were the other two works on the second program. The annual Lenten Music Festival, broadcast this year from March 7 to April 4, presented some of the great religious music of Christianity in observance of the Easter season.

"Animals are Fun" is the title of a new TV series inaugurated recently by New York University over WPIX, New York.

The University of Rochester began a 12-week course in applied French over WHAM-TV during March.

Radio Production classes announce over the Toledo high school public address system, produce skits over it, and each class is responsible for broadcasting a minimum of one serial over WTDS-FM, the radio station of the Board of Education.

WFIU is the subject of a two-page spread in the March issue of the Indiana Alumni Magazine.

The WOI-TV news staff conducted a Television News Workshop for the spring meeting of the Iowa Radio News association at Ames on April 11 and 12.

Indiana University has received its first radio and television scholarships as the gift of Mr. and Mrs. Sarkes Tarzian, owners of WTTS and WTTV, Bloomington, Indiana.

WOUI, Ohio University, recently was the subject of an article in The Ohio Alumnus. "Behind these call letters (WOUI) of the university's radio station is a fascinating history of pioneering and unique program of education for radio careers," says the article.

J.J. Weed, president of Weed and Co., radio and television representatives, New York, has established an annual \$500 Weed Broadcasting Scholarship at Iowa State College, Ames.

The American premiere of Paul Hindemith's "Die Harmonie der Welt" Symphony, performed Friday, March 13, was recorded by KUOM at the morning rehearsal and replayed for Hindemith and members of the Minneapolis Symphony orchestra immediately afterwards. Hindemith himself conducted the orchestra for this premiere. This was only one example of the way an educational station consistently serves a symphony orchestra with which it cooperates in many other ways also.

We've mentioned birthday previously in Coast to Coast. Here's another. WOI-TV celebrated its third anniversary this spring.

Experimentation in television news techniques by Radio-Television Center, Syracuse University, will begin shortly under a research grant from the Twentieth Century Fund. WSYR-TV will cooperate with the University in conducting the experiments, according to Kenneth G. Bartlett, Director of Radio-Television Center. The research project is the second major assignment to Syracuse University by the Twentieth Fund. Last year, Radio-Television Center presented a series of three programs over WSYR-TV which experimented with formats for the presentation of Fund findings. The newest grant is for the purpose of discovering the most effective ways of presenting news stories via television released by the Fund.

The H.V. Kaltenborn radio scholarship will be awarded at the University of Wisconsin this year. The scholarship of \$500 represents the income from the trust fund established by Kaltenborn in 1945 to assist deserving students interested in preparing for a career in radio broadcasting, with special consideration given those interested in newscasting and news analysis.

The Northern California Television Academy granted two awards late in March. One went to Stanford University's "People, Places, and Politics." Congratulations.

The WAAM television fellowship for graduate study at Johns Hopkins University is awarded to persons professionally engaged in television activities and carries a stipend of between \$4500 and \$6000, depending on the family responsibilities of the Fellow.

The Radio, Television and Film Department of the University of Miami (Coral Gables, Fla.) will offer two courses in television in the first session of its summer school, Dr. Sydney W. Head, chairman, has announced. Classes begin June 17.

Warren A. Kraetzer is author of an article in NYU's Alumni Bulletin on "New Office Uses Chancellor, Deans, Students to Meet Educational Challenge of TV and Radio."

Margaret McKeegan is author of a thesis written in partial fulfillment for the degree of Master of Science at Iowa State College. Subject of the thesis is "Techniques and Problems of Presenting Homemaking Television Programs." For more detailed information the thesis may be borrowed from Iowa State College Library through inter-library loan, for a small charge.

Texas Technological College of Lubbock, Texas, made its debut on television over KDUB-TV, Lubbock commercial station, with five hours of programs in as many consecutive days from April 13 through April 17. The programs in the series titled "A Look at College" were beamed to high school audiences and the general public from eleven to noon each day. High schools with the cooperation of local dealers within the viewing area were able to have assembly rooms especially equipped with television receivers particularly for the benefit of the senior students. Notices and letters were sent to 750 different high schools by both Texas Tech and KDUB-TV. These were sent out far enough in advance of the telecasts so that the schools within KDUB-TV's signal range could make preparations to receive the programs. Follow-up questionnaires are now being prepared for an actual count and recorded responses from the high schools.

* * * * *

KUOM PRODUCES SECOND PROGRAM FOR VOA

For the second successive year the facilities of KUOM were used to record a musical exchange program for the Voice of America aimed at strengthening Europeans' understanding of America. The program, recorded by the University of Minnesota's radio station for the Voice, was this season's final Minneapolis Symphony Orchestra concert. It will be broadcast over the Swedish national radio network in June.

A special intermission feature with commentary in Swedish was part of the recording and included interviews with Mayor Eric G. Hoyer of Minneapolis, the president of the American-Swedish Institute, the acting Swedish consul, a delegate from the Swedish consul in New York in charge of cultural affairs, and a Swedish exchange student now at the University of Minnesota.

The Swedish broadcast will be part of Stockholm's 700th founding anniversary celebration. Carl Albert Anderson, president of the Stockholm city council, had promised to complete the exchange with a transcription of Swedish music for a Minneapolis broadcast.

Last year's civic radio program was produced by KUOM for the Voice of America for broadcast in the city of Florence, Italy, with prominent Italo-Americans as guests.

CHAIRMAN HYDE SAYS NO TIME LIMIT ON EDUCATIONAL TV CHANNELS

Washington, (AP)--The newly-designated chairman of the Federal Communications Commission--Rosel Hyde--has assured senators that there is no time limit on some 242 television channels set aside for educational use. Hyde testified before the Senate Commerce Committee. It had been assumed in some circles that channels for video education would be set aside only until next June 2. The Committee chairman, Senator Charles Tobey of New Hampshire, expressed pleasure at this statement from Hyde. He indicated it is his belief that such channels should be set aside indefinitely for educational purposes.

FOR THE ASSOCIATE MEMBERS

In January, H. B. Davis, Lehigh University, mailed to the associate members of NAEB a short questionnaire. Fifty per cent responded. Thinking that you might be interested in some of the results, Davis has summarized the answers to some of the questions.

52 questionnaires mailed

26 returned

1. How many hours per week do you broadcast? Average for associate members is 7.84 hours per week.

2. How many personnel on staff? Average for associate members is 7.6.

3. What types of programs do you broadcast?

- (a) News.....15
- (b) Music.....16
- (c) Drama11
- (d) Debate..... 8
- (e) Discussions.....16
- (f) Miscellaneous...16

4. Would you favor a newssection in the NAEB Newsletter devoted to items pertaining to associate members? Yes 23, No 2.

5. What types of items would you suggest?

Methods of cooperation with commercial outlet
Types of programming
Types of educational TV programming
How to finance programs
Methods of publicity
Audience research reactions
Personnel problems
Methods of news coverage
Listing for trading equipment
Cooperation with academic departments
Practical suggestions on cutting production costs
How to utilize tape recordings
Workshop ideas

6. Would you favor a section devoted to the discussion of problems facing associate members? Yes 21, No 2.

7. Would you like to carry NAEB Tape Network programs?

Yes 13
No 8

8. How much would you be willing to pay for such a service per year?

\$100-\$200.....7
\$200-\$300.....-
\$300-\$400.....-
\$400-\$500.....1

JCET MOVES TO PROTECT EDUCATIONAL TELEVISION RESERVATIONS

In its April meeting the Joint Committee on Educational Television voted to take appropriate action before the Federal Communications Commission to extend the protection period for educational television reservations.

"The Committee feels that the development of educational television services in this country will be seriously retarded if educators are forced to defend their channels at this time," said Edgar Fuller in making the announcement.

"In many communities activity is just getting under way. If a commercial applicant requests one of the television channels, the educators will be required to participate in a rule-making proceeding, thus diverting efforts now directed toward activating the channel."

Applications for educational television channels now on file with the FCC total twenty-five (25); many others are expected to be filed by June 2. In its television report of 1952, the FCC assigned 242 television channels for educational use with the provision that after June 2, 1953, it will consider petitions to remove the reservation.

There are many indications that support for educational television is increasing among people of the country. State and regional meetings have been held to discuss methods of programming and financing stations. In many states, legislation has been introduced requesting the appropriation of funds and the formation of study commissions. Philanthropic foundations and industrial organizations have offered financial assistance to many communities.

David Henry, newly elected Vice Chairman of the Committee, and Vice Chancellor of New York University, declared that many recent resolutions and statements which request the FCC to extend the period of the educational reservations provide further evidence of the wide concern for the continued development of educational television.

"No date has been set for the formal presentation of our views to the FCC," stated Dr. Henry. "But since the JCET represents the educators of this country, we believe it is our responsibility to move ahead in protecting the reserved television channels for them."

The committee, now in its third year of operation, is supported by a grant from the Fund for Adult Education, established by the Ford Foundation. Dr. Fuller, who has served as chairman since April, 1951, was re-elected in this week's meeting.

WNYC DIRECTOR RECEIVES ENGLISH-SPEAKING UNION AWARD

Seymour N. Siegel, Director of WNYC, is among eight broadcasters and newspapermen who were named by the English-Speaking Union of the United States as a recipient of its Better Understanding Award for contributions to international understanding.

The announcement, made by William V. Griffin, national president of the Union, cited Mr. Siegel "for his contributions to American knowledge of the people of the Commonwealth, both through Radio Station WNYC and through his work as president of the National Association of Educational Broadcasters." Better Understanding Awards were established by the Union in 1949 for writing and broadcasting which has shown a consistent endeavor to strengthen understanding and cooperation between the people of the U.S. and of the British Commonwealth.

UPA PRESENTS AWARD TO STATION WNYC

The United Parents Associations of New York City presented an award to station WNYC for "outstanding contributions in the field of Parent Education" April 13 at a meeting of the parent federation delegate assembly at Washington Irving High School.

The parent federation award was made to WNYC in recognition of its contributions for parent education and for "presenting new and broader horizons in educational broadcasting."

GREENWOOD OF KUOM RECEIVES ENGLISH-SPEAKING UNION AWARD

Mrs. J. Ward Greenwood, director adult education for KUOM, the University of Minnesota radio station, also was recently named as one of the eight recipients of a Better Understanding Award. Mrs. Greenwood was honored for her work in planning and programming a number of radio series broadcast by KUOM last year which were designed to promote better understanding by Americans of British Commonwealth problems, both at home and abroad.

CHICAGO EDUCATION TV INTEREST INCORPORATE

A certificate of incorporation for the Chicago Educational Television Assn., a not-for-profit corporation formed by the heads of the Chicago educational and cultural institutions to make application for a license to operate a non-commercial television station on Chicago's Channel 11, has been issued by the Illinois Secretary of State.

Listed on the certificate as incorporators, acting in behalf of the heads of 20 institutions sponsoring the proposed station, are: Dr. John T. Rettaliata, president of Illinois Institute of Technology, who is chairman of the sponsoring group; Dr. Laurence Kimpton, chancellor of the University of Chicago, and Daniel Caton Rich, director of the Art Institute of Chicago.

The Chicago institutions have formed the new corporation to make application to establish a station which is expected to cost \$500,000 for construction and equipment, and which will expend approximately \$300,000 during its first year of operation.

The stated purpose of the new corporation is stated, as follows: "To obtain, and hold a television license pursuant to the rules and regulations of the Federal Communications Commission for the promotion of the cultural, educational and civic welfare of the citizens of Chicago and the surrounding area, such license to be for non-profit and non-commercial television broadcast service!"

The corporation's sponsors include: Art Institute of Chicago, Chicago Historical Society, Chicago Natural History Museum, Chicago Parochial Schools, Chicago Public Library, Chicago Public Schools, College of Jewish Studies, Cook County Public Schools, DePaul University, Illinois Institute of Technology, John Crerar Library, Lake Forest University, Loyola University, Museum of Science and Industry, Newberry Library, Northwestern University, Orchestral Association, Roosevelt College, University of Chicago, and the University of Illinois.

A public solicitation for gifts to finance most of the contemplated expenditures is to be launched at a public rally, April 23.

KBPS OBSERVES 30TH BIRTHDAY By Patricia L. Green, Manager

March 23, 1953, Radio Station KBPS, "The Voice of the Portland Public Schools" celebrated its 30th anniversary of educational broadcasting. The day was an important milestone in the thirty-year history of this pioneer AM radio station.

Knowing that all "sister and brother" NAEB stations throughout the nation (and NAEB officials) were up to their antennas in educational television plans, the "request for greetings" was not made. Only KOKH-FM, Oklahoma City, picked up the anniversary plans by radar and sent a greeting which astounded and delighted the KBPS student staff. The community of Portland responded in an enthusiastic way and all day long the city's commercial radio stations and the one UHF-TV station, KPTV, aired and telecast warm and gracious "30th birthday salutes." Manager James Morris of KOAC, the Oregon State station in Corvallis, Oregon also sent greetings.

A special two hour evening ceremony broadcast over KBPS featured speeches by Mayor Fred L. Peterson, Superintendent of Schools Paul A. Rehms, School Board Chairman James Yeomans, President William McCready of the Oregon State Broadcasters Association, and other dignitaries representing the state, the community and the school system. Elementary and high school orchestras, bands, and choral groups plus individual musicians contributed musical tributes. Each facet of KBPS's varied program schedule was described through dramatic offerings, interviews and panel discussions. Elementary teachers and principals told of their use of KBPS programs in the classrooms, high school students discussed the role of the station in their lives, and parents with adult leaders of the community analyzed the contribution of KBPS to Portland's adult listeners.

Rounding out the program, Manager Pat Green introduced her student staff who described what they did in the operation of KBPS. The KBPS 30th "birthday party" was a gala event covered by feature stories in both the city's newspapers and in the radio and TV columns.

KBPS is the second oldest radio station in the city of Portland, Oregon, and is unique in several ways. It is the only AM radio station in the nation which is owned by a school district and completely student-operated. KBPS is located in the Benson Polytechnic High School, an all-boys high school, and was purchased from Benson student body funds thirty years ago on March 23, 1923. By 1939, the use of the station by both the schools and the community of Portland had grown to such proportions that the Portland school district took over the financial and administrative support of the station with the employment of the first station manager. The station now employs a station manager, an assistant, a traffic clerk and a secretary. Much student help is necessary to augment such a small program staff for the licensed operation of a twelve hour broadcast day.

KBPS is technically operated by the boys of the Benson Polytechnic High School who are majoring in radio. These students are trained in combination announcing and control board work and technically operate the station during its daily 12 hours on the air. The station broadcasts only on school days.

A chief engineer and transmitter operator are the only two paid technical employees. Many Benson students learn transmitter operation and earn their first

class broadcast tickets while members of the KBPS student staff, a feat considered by many to be accomplished in most cases only by college students. There is hardly a station in the Northwest which does not have a former KBPS staff member working in its technical or announcing department. Non-radio students from Benson and other high schools serve as assistants in music, traffic, newscasting, sportscasting and announcing. KBPS sportscasts the major high school athletic events.

All students in the Portland Public Schools participate in programs broadcast by the station. Many original programs written by both elementary school children and high school radio workshop groups are aired. Broadcasts are often presented which are outgrowths of classroom and school activities. Community groups such as the Girl Scouts, the Junior Red Cross, the Park Bureau, the Portland Art Museum, Civic Theatre, and the American Association of University Women, and Civil Defense authorities all utilize much KBPS program time.

Signing on at 10 o'clock each morning, the station devotes its in-school hours to programs planned by teachers and subject-area supervisors to enrich the learning experiences in the classrooms. Broadcasts are planned for use by teachers on almost every grade level and in almost every subject area. Commercial stations in Portland have long and generously contributed to the KBPS program schedule through the writing and production of in-school broadcasts planned by KBPS personnel and by teacher committees. Radio stations KEX (ABC), KGW (NBC), and KOIN (CBS) all prepare programs which are tape-recorded and then broadcast by KBPS.

Portland teachers also prepare series for broadcast, such as "Fun with Music," a primary music and rhythms series written by Miss Juanita Wolff. KBPS buys series for airing as well as securing programs from KOAC, the Oregon School of the Air, and through free transcription series, plus NAEB in-school network series.

KBPS programs for adults are planned by supervisors, teachers, and community groups. With the advent of KBPS's extension of its broadcast day into the evening hours in March, 1950, and the growth of the NAEB Tape Network series, many fine adult programs have been added from the NAEB network.

Thirty years of educational pioneering in in-school broadcasting, with its last three years devoted to the building of a well-rounded program schedule for adults is the KBPS story. "This is KBPS, the voice of the Portland Public Schools, 1450 on your radio dial in the city of roses, Portland, Oregon."

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PUBLICATIONS NOW AVAILABLE FROM NAEB HEADQUARTERS

<u>Los Angeles Television</u>	\$ 5.00 (Price to NAEB members--\$1)
<u>Chicago Summer Television</u>	5.00 (Price to NAEB members--\$1)
<u>New York Television (Revisited)</u>	5.00 (Price to NAEB members--\$1)
<u>NAEB Radio-TV Bibliography</u>	2.00

EDUCATIONAL CLIPPINGS:.....EDUCATIONAL CLIPPINGS.....EDUCATIONAL CLIPPINGS

FROM THE EDITORIAL PAGE OF LIFE

.....Is there an adequate audience for educational TV? This question scarcely deserves an answer. The old commercial telecasters' shrugging excuse of 'simply giving the public what it wants' is as dead as druids. In 1930 William Paley, then president of CBS, had the eccentric notion of broadcasting the New York Philharmonic concerts over his network every Sunday. Colleagues assured him that there was no audience for it. Paley said he would create one, and he did. Thanks to his efforts and those of his competitors forced to follow his lead, phonograph records of good music now are gradually overhauling the sale of popular music platters in this country, and in 1951 Americans bought more tickets to symphony concerts than they did to baseball games.

The hunger of our citizenry for culture and self-improvement has always been grossly underestimated; the number of Americans who would rather learn a little something than receive a sample tube of shaving cream is absolutely colossal.

So far, in addition to Houston, only 13 communities have been granted station building permits by the FCC, and 11 more applications are pending. If for no other reason than that seven of the last 12 months were spent by our people in electing a president of the United State, the FCC should extend the reserve period for the educational channels. Who could adequately get behind building non-commercial TV stations when our entire government virtually ground to a halt for at least half of 1952?

The Joint Committee on Educational Television, which speaks for educators, will submit a petition for extension, and the FCC should grant it. Our largest cities should be given another year, our medium-sized cities another three years and our small communities another 10, if need be. Educational television deserves and must have the best break we can give it.

(Life, April 20, 1953)

LESS VIOLENCE, GENTLEMEN! By Harold B. Clemenko

The subject of crime and violence on television is by now a hoary yawn-producer. Editors are tired of this chestnut--and so is the public. This of course does not minimize in the slightest the seriousness of the situation. But when you've made your point, you've made your point.

Nevertheless we are shocked all over again to learn from the National Association of Educational Broadcasters that the seven New York-area television stations are telecasting 6.3 acts or threats of violence every hour of the program day. That is an average of almost one act of threat of violence per station per hour! Ironically, the rate of violence is considerably higher during the "children's hours" of the telecasting day. Moreover, this atrocious rate represents an increase over last year. After all the squawking done about violence, we're getting nine percent more this year! Is there any wonder in view of this, that our newspapers report a constant stream of real-life acts of violence? Everybody knows how imitative children are. Even adults have this quality. It is obvious therefore that the mounting pseudo-violence of our television fiction will inevitably reap a constantly larger harvest of real-life violence.

(Television Guide, March 20, 1953)

SENATORS FAVOR MORE TIME FOR EDUCATORS

An obviously friendly Senate committee gave a lady commissioner a warm reception April 16--but it wasn't just chivalry. Members of the Senate Interstate and Foreign Commerce Committee liked FCC Comr. Hennock's project--extension of educational channel reservations beyond June 2--though they disagreed as to details of continuance. Importance of Senate committee's disposition to favor more time can't be underestimated; when that committee makes its wishes known, FCC usually accedes.

All remaining opposition by committee members to extension virtually melted as Senators Capehart (R-Ind.) and Johnson (D-Colo.) joined ranks of the supporters, leaving Sen. Potter (R-Mich.) and Butler (R-Md.) as only known opponents of blanket extension, now favored, at least in principle, by 13 members. Under friendly guidance of Chairman Tobey (R-N.H.) and Sen. Bricker (R-O.), FCC Chairman Walker and Comr. Hennock, only witnesses, both cursaders for educational stations, gave forceful presentation of the case for extension on grounds of "public interest." But they themselves clashed over length of continuance.

Broadcasters-telecasters are divided--the "ins" being perfectly content to keep those channels in non-commercial hands, the "outs" eager to lay hands on unused channels. Realistic-minded veterans of the radio wars, however, are inclined to give the educators plenty of time, recalling how they muffed their opportunities in the far less costly radio and FM fields; noting, too, that of 14 CPs granted to education, only 2 stations look like they're being built at all (both unusually well heeled), that legislatures aren't rushing to appropriate for other grants, and that only 11 educational applications are still pending after full year of the "thaw."

(Television Digest, April 18, 1953)

ANNUAL FESTIVAL OF BOOKS OPENS ON WNYC SUNDAY

Highlighted by top literary personalities and covering all aspects of writing, production and appreciation of books, WNYC's first annual Festival of Books will premiere Sunday, with close to 70 hours of air time continuing through April 4. The varied programs, catering to all ages, tastes and interest, has a two-fold purpose in paying tribute to New York as the publishing capital of the world and stimulating interest in books as well as encouraging listeners to make fuller use of the city's libraries and book shops.

Officially opening at 3 p.m. by Mayor Impellitteri, WNYC director Seymour Siegel, and Harold Guinzburg, of the American Book Publishers Council, the series will present all phases of the book world, and will be made available to educational stations throughout the country.

Program will be of varied types, including readings from famous works, interviews with noted authors and poets, readings from well-known works, panels on different topics associated with books and publishing, as well as several shows specifically for children. The special programs are scheduled for morning, afternoon and evening throughout the week-long festival, which is patterned after the station's award winning annual festivals devoted to American music, art, and Shakespeare.

(Radio-Television Daily, March 26, 1953)

DOERS OR VIEWERS?

The Fund for Adult Education , 595 Madison Ave., New York City, has appropriated nearly \$4 million to encourage discussion by American citizens of vital issues. Established by the Ford Foundation, the Fund seeks to continue post-school education in political, international, and economic understanding, and the humanities. Emphasizing the urgency of continuing adult education for citizenship responsibilities, the Fund's president, C. Scott Fletcher, made the following vital observations:

"Clocks run faster in the 20th Century than in the 19th. Man flies faster than sound. The words of wise men, and of charlatans, flash around the world even as they speak them. The mechanisms for becoming informed and misinformed are increasingly effective.

"The inventions of our generation in the field of mass communication may seem, to some of us, to have reduced the need for down-to-earth group discussion-- actually they have increased it. These inventions serve the ends of democracy only if supplemented by such free discussion among individuals, free exchange of fact and opinion leading closer to the truth. It was in recognition of this that the Fund for Adult Education decided at the outset to place maximum emphasis on face-to-face discussion as the most fruitful method of carrying on liberal adult education, of stimulating free men in a free society to think accurately and constructively. Every dollar spent in grants by the Fund is spent with this in mind."

Mr. Fletcher feels that Americans "have moved so far away from the concept of discussion as an educational tool" that they must be resold on techniques of successful group discussion.

We heartily agree with Mr. Fletcher's observations and aims. We are in danger of developing into a "Let George do it" democracy. Radio and television are making too many of us listeners and viewers rather than doers or participators in our free way of life. There is a growing tendency to regard as bad taste any discussion of political, economic or social issues when you are with friends. Of course, there is a time and a place for everything, but too few Americans are allotting a time and a place for fruitful discussion.

We will lose our free way of life if we lose our inclination and capacity for enlightened discussion of vital issues. Demagogues and dictators are always ready and anxious to take over for us. The town meeting was a major factor in the establishment of our free government of the people. It still is a vital necessity to the preservation of a free way of life. With all our modern means of personal and mass communication and transportation, we seem to find it more difficult to attend a town meeting than did our forefathers who plodded through snow and mud to make and keep this government with powers derived from the people.

We agree with Mr. Fletcher that modern means of communication can flash around the world the words of charlatans as well as those of wise men. By popular discussion of issues, which exposes falsehoods and leads to keener observations of truths, the effectiveness of charlatans is reduced and truth has greater opportunity to live and grow among the people.

(Editorial from Trainman News, Dec. 22, 1952)

TV CRITIC FINDS "SEVEN YEAR ITCH" A SIGHT TO BEHOLD--HAS COLOR, NO TUBES, 3-D AND NO COMMERCIALS by Jack Gould

Strange things are happening. The owner of a television set obtained leave of absence on Saturday from the Federal Communications Commission and by chance discovered a revolutionary development in the entertainment world. It is called legitimate theatre.

The temporary pass from the FCC permitted entrance to a place called the Fulton Theatre on Forty-sixth Street west of Broadway. It turned out to be a studio with walls. There was a show called "The Seven Year Itch," starring Tom Ewell. If what goes on at the Fulton is typical of the theatre, it's time television and Hollywood really got worried.

Literally hundreds of people went to all the trouble of seeing the show. So far as a careful survey showed there wasn't even one man in his undershirt or one housewife in a pair of slacks. In response to inquiry, an usherette said also that it was not obligatory to smoke a mild, king-sized cigarette or go to the refrigerator before the curtain went up. How long has this been going on? The size of the screen was huge, even by Dr. DuMont's definition. It looked about forty feet across and thirty feet high. But that is not all! No doubt it will come as a terrific shock to David Sarnoff that the whole show was in full color and the producer didn't even use one tube.

There's also bad news for Spyros Skouras. He doesn't have to worry any longer about three-dimensional show business; the bloomin' thing is here now. Even without glasses all the members of the cast of "The Seven Year Itch" looked well-rounded, especially Miss Vanessa Brown in the lavender negligee. The technical innovations were startling. The volume of the sound was just right and a viewer could see three actors at once without changing the focus control. Mr. Ewell and Miss Brown not only acted superbly, which was to be expected after their experience in television, but they were on stage for better than two hours without pausing for a timely word from either Ben Grauer or Richard Stark. There was not even any station identification: no one at the Fulton Theatre was told that he was at the Fulton Theatre, which did seem carrying a revolution just a bit far.

As might be expected, the intermissions were something of a trial. Without middle commercials the audience had nothing to do but wander around, talk a little and smoke a cigarette. How lost can you get?

(New York Times, April 20, 1953)

NEW TV OFFERED TO BOSTON

An offer of "at least \$500,000" for equipment a non-commercial television station in Boston was made today to Gov. Christian A. Herter by representatives of five private foundations. The announcement was made by State Senator Christopher H. Phillips, chairman of a special legislative commission on educational television. Mr. Phillips said the foundations, largely established by Edward A. and Lincoln Filene, Boston merchants, had stipulated that other funds for operating and maintenance must be made available.

The FCC has reserved Channel 2, in Boston, until June for educational purposes. At present Boston has two commercial channels. Western Massachusetts, which lacks a local channel, may have two from the Federal agency for educational purposes, if there is any demand.

(New York Times, April 15, 1953)

OWNER OF KSTP DENIES TRYING TO KILL TV BILL

Stanley Hubbard, owner of KSTP-TV, Wednesday denied trying to kill educational television in the Minnesota legislature Tuesday night. He said his opposition was to the particular bill which would have made the University of Minnesota the licensee. Hubbard said he felt the license should be held by a state-wide commission "because to control policy you have to control the license."

The regents of the university had said they would relinquish policy control to a statewide commission, but Hubbard said "under federal law the commission would be only advisory." Hubbard said he also opposed the plan before the legislature "because they planned to apply for commercial channels out in the country for educational TV. I didn't think we should take over these commercial channels with state money. We still have a free enterprise system in this country." Hubbard said he was not opposing educational TV altogether, and that he would be "in the forefront of efforts to get some educational television here." He said he would recommend university operation of the station, but not as licensee.

Efforts to get \$2,100,000 for three stations failed in the legislature. A move to grant \$100,000 for a commission to study TV proposals twice was defeated Tuesday in the senate. The FCC announced recently that there is no June 2 deadline for educational TV applications, however, indicating that the end of the legislative session did not end all hope for Minnesota stations.

(Minneapolis Morning Tribune, April 23, 1953)

"DON'T MISS TV BOAT" KEYNOTES OHIO STATE'S 23RD EDUCATIONAL CONFAB

Besides the general feeling that the educators gathered here at Ohio State U.'s 23rd Institute for Education by Radio-Television were anxious for information in the ways to operate and program television, there was an additional feeling of urgency, that time is fast running out in which institutions have non-commercial channels set aside for them.

This feeling was given substance in an address by Ralph Steetle, executive director of the Joint Committee on Educational Television. Steetle observed that no one expected 242 educational TV stations to be built within the year's time allotted by the FCC but "surely everyone has been surprised that so much has been accomplished in so little time." Twenty-five educational institutions have filed for channels and by the June 2 deadline, it is expected the number will be close to 50. He cited nation-wide press support for educational TV and said public understanding and support is increasing daily.

A majority of the Institute's "special interest" and "work-study" sessions were devoted this year to "how-to-do-it" themes that ran all the way from the actual techniques of educational TV to how to support the non-commercial station. There were sessions on research (which "can help educators sell worthwhile information and ideas just as it helps advertisers sell soap and beer"), public relations, program quality, farm broadcasts and telecasts, religious TV programs and community cooperation. (Variety, April 22, 1953)

HYDE NAMED FCC CHAIRMAN

President Eisenhower designated Rosel H. Hyde, long-time member of the Federal Communications Commission, as FCC chairman for a one-year term. Hyde has been a member of the FCC since 1946 and affiliated with either the FCC or its predecessor, the Federal Radio Board, since 1925.

(United Press, April 18, 1953)

MATERIALS AVAILABLE FROM NAEB HEADQUARTERS

The Headquarters of the National Association of Educational Broadcasters is now selling a number of studies and sets of recordings. The following information was prepared to acquaint you with the availability of these materials.

<u>STUDIES NOW AVAILABLE</u>	<u>Pages</u>	<u>Binding</u>	<u>Issued</u>	<u>Period Covered</u>	<u>Gen. Price</u>	<u>Members' Price</u>
Los Angeles-TV (Monitoring Study #2)	94	Paper	Dec. '51	May 23-29, '51	\$5	\$1
Chicago Summer Television (Study #3)	73	Paper	Dec. '52	July 30-Aug. 5, 1951	\$5	\$1
NAEB Radio-TV Bibliography	129	Paper	Dec. '52	Jan. 1, '49-June 30, '52	\$2	One copy free
New York TV Re-Visited (Study #1 & 4)	108	Paper	Jan. '53	Jan. 4-10, '52 & Jan. 4-10, '51 (Compared)	\$5	\$1
NAEB Radion II Seminar Workshop Report	25	Paper	May '53	Mar. 13-14, '53	\$1	\$1
<u>STUDIES AVAILABLE SOON</u>						
3rd New York TV Study	about 100	Paper	Aug. '53	Jan. 4-10, '53	\$5	\$1
New Haven TV Study	about 100	Paper	June '53	May 15-21, '52	\$5	\$1
School Broadcast Seminar	50	Paper	June '53	June 15-24, '52	\$1	One copy free

LP RECORDING AND TAPES AVAILABLE NOW

The Jeffersonian Heritage. 13 half-hour programs on seven 12" discs. Stars Claude Rains. Released NAEB Tape Network on Sept. 15, 1952. Price: \$25 for the album.

Ways of Mankind. Seven 12" discs containing thirteen half-hour programs. Released NAEB Tape Network on Dec. 14, 1952. Price: \$25 for the album.

People Under Communism. Seven one-hour programs on seven 12" LP discs. Released NAEB Tape Network on Dec. 7, 1952. Price: \$25 for the album.

Voices of Europe. About 50 half-hour programs prepared by Milton Mayer in Europe during the summer of 1952. Released Nov. 15, 1952, to NAEB Tape Network. Available on tape at 7½ ips only. Price: \$5 per program, which includes the price of the tape.

SCRIPTS

No scripts are available direct from the producers. Scripts on the Jeffersonian Heritage, Ways of Mankind, and People Under Communism are being printed by the Beacon Press, 25 Beacon St., Boston 8, Mass.

The Jeffersonian Heritage scripts are now available in book stores.

Scripts of the other series will be printed and released by the Beacon Press during the fall of 1953.

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* * * * *

NEW COPYRIGHT SOCIETY TO SIFT LEGAL PROBLEMS IN RADIO, TELE, VIDPIX

In an attempt to map a path through the legal brambles that have sprung up around TV, radio and telefilm, papers will be filed this week for a new corporation called the Copyright Society of the U.S.A., to be headquartered in the new Law Center of New York University.

A main object of the society will be to take over the bi-monthly publication of the Experimental Bibliographical Bulletin, a magazine which has been issued sporadically by the Copyright Office of the Library of Congress. At a subscription cost of \$10, the publication would record all the latest legal decisions and legislation in the U.S. and around the world, dealing with TV, radio and allied show biz copyright fields.

(Variety, April 22, 1953)

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News Letter

Representing non-commercial, educational AM, FM, and TV broadcasting stations, workshops, and production centers, owned and operated by colleges, universities, school systems, and public service agencies.

JULY 1953

WISCONSIN TV SEMINAR

From June 21 through June 27 a group of some forty leaders of American education and foundation groups met together at Madison, Wis., to discuss and work out plans for the educational future of American television.

Staying at Lincoln Lodge on the University of Wisconsin campus, the group, with sponsorship by The Fund for Adult Education, enjoyed the hospitality of the Wisconsin Radio and Station staff, headed by Harold McCarty, Harold Engel, William Harley, and kept on schedule by Frank Schooley, who set a masterful level of organizing the conference and seeing that it achieved its goals.

Copies of the principal talks and summaries of the various discussions and working committees, being edited by Burton Paulu, will be published and distributed. For the time being, it should be recorded that all participants spent virtually all their waking hours, which was most of the time, in either listening, discussing, or drawing up reports.

Highlights of the seminar included talks by Professors Harold Lasswell of Yale, Donald Horton of Chicago, Edgar Dale of Ohio State, Lorentz T. Adolfsen of Wisconsin, and Dale Harris of Minnesota. We were also very fortunate to have President (now of Oregon) Harry Newburn, newly elected head of the Educational Television and Radio Center, Mr. G.H. Griffiths of the FAE, and Mr. William McPeak of the Ford Motor Company Fund in attendance. Their informal comments, and encouragement helped immeasurably with the encouragement of the approximately forty participants in attendance.

Full minutes, which will be distributed within the next few months, will contain the full roster of participants as well as the minutes as listed above.

* IN THIS ISSUE *	
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The Newsletter is now edited at Headquarters. All editorial material should be sent to NAEB Headquarters, 14 Gregory Hall, Urbana, Illinois.

CALENDAR OF EVENTS

- July 1-27 Executive Director Harry J. Skornia will visit many NAEB Members on a Coast-to-Coast trip.
- July 13 Summer Television Institute, University of Detroit
- August 1-8 The directors and officers of the NAEB will lock themselves up in Gunflint Lodge, in northern Minnesota. They will emerge only after many basic plans for the next few years have been worked out.
- August 3-14 USC Seminar: The Role of Film in Educational Television
- August 3-21 Michigan State College Summer Television Workshop
- Aug. 28-Sept. 19 NAEB Television Production Workshop, with Rudy Bretz in charge, will be held at the University of Illinois. Assisting Bretz will be Richard L. Rider, head of the U. of I. Television-Motion Picture unit, and other members of his staff.
- Oct. 29-31 NAEB National Convention, Norman, Oklahoma. (See the special Convention Supplement for description of the program.)
- November 8-14 American Education Week.
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EXECUTIVE DIRECTOR PAGE

Greetings! I hope you'll excuse this brief, informal salutation from your new Executive Director. I arrived in time to get to work June 1. Since much of the orientation I need can be secured only by travel, however, I took off again after a few days to visit as many stations as possible. As this Newsletter is going to press, I'm off on the second part of this visitation which the FAE provided a study grant to make possible. I hope that both the Headquarters and I personally will be better settled in another month or so.

The departure of Lorraine Linden to follow her husband a few days after I had arrived, and before I had been able to be in the office more than a few hours to learn procedures, left the office without the experienced secretarial head it has had for the last year. Consequently much of my time has been spent in learning procedural details and trying to find someone to fill her position.

Personally, the Skornias have made a down payment on a house and hope to move to Champaign from Bloomington, Ind., on or about September 1. That should mark the beginning of a more settled period all around.

Jim Miles and Frank Schooley, who have the background I need, are both helping me to avoid too many obvious mistakes at the outset. My sincere thanks to them, to my staff for its patience, and to you for your understanding, in case all doesn't yet seem quite as well organized as it should be. Herewith, then, with actual running-off and mailing to take place while I'm on the road again, our first Newsletter. Frank Schooley has finished up the May and June issues so this should bring us up to date again.

The results of my visitations around the country will be held for next issue. This next issue may be caught in the summer doldrums, so please send in the material.

Remember.....July 7, 1952: "July 3rd was D-Day at Headquarters. At or about 6 p.m. a University of Illinois truck, which was previously sent to Chicago, pulled up at the back door of Greg Hall and delivered one beautiful Toogood-Smith Mass Duplicator. Rawdon Smith accompanied the delivery and spent all day the 4th with Bob Johnston perfecting the installation. Johnston is running some checks of his own and promises that we will be doing an increasingly greater amount of work on the duplicator so that the end of July or perhaps a little sooner should see us completely free of the old method of duplication."

Under separate cover, active and associate members should now have received the "Report by the Engineering Committee" and other television materials. Hope you look over these significant items dealing with television with care.

RE THE FULBRIGHT SCHOLARS

United States approval of the Fulbright scholars approved by NAEB has been received, and only formal approval from the exchanging countries is now awaited. However, pending such approval, no announcement can be made. We are awaiting this word momentarily, as we go to press.

RADIO AND TELEVISION EDUCATORS ATTENTION

The president of the University of Oregon, Dr. Harry Newburn, has been chosen to head the new Educational Television and Radio Center in Chicago. The choice was announced by the chairman of the Center, Dr. George Stoddard, president of the University of Illinois. Financed by a \$1,500,000 grant for adult education, the Center will serve as a clearing house for educational television and radio programs.

With this announcement, one more step was taken toward the development of sound educational direction, guidance, and programs for America, and a model of a new approach for the rest of the world to see as it faces the new colossus of the media -- television. What are you doing to explain the critical needs of education for TV in your area? If NAEB or JCET can help, let us know.

The address of the new center, THE EDUCATIONAL TELEVISION AND RADIO CENTER, is to be 231 South LaSalle Street, in Chicago. Its goal is to help both educational radio and television stations.

PROJECTION OF AMERICA

According to an AP dispatch from Washington, the president of the World Wide Broadcasting System, Walter Lemmon, had a talk with President Eisenhower on July 1 about international broadcasting. Quoting the AP dispatch:

"Lemmon told reporters the President described himself as very anxious that short-wave broadcasts to Latin America should continue. Lemmon, operating from Boston, has been beaming programs to Latin America for rebroadcast by local stations for some time. He is stepping up this service as a result of the Voice of America's withdrawal from the Latin American field. His network now broadcasts such sponsored and unsponsored programs as baseball games, lessons in English, and business surveys for Latin American businessmen."

SENATE PASSES BILL TO GIVE BOOK RATE TO EDUCATIONAL FILMS

The Senate has passed a bill (S. 971) to authorize the transmission through the mails at book rates, of films and related matter for educational use. Senator Carlson of Kansas, its author, said the bill would simply bring the law up to date by giving films for educational use the same mailing privileges as books. The bill will not apply to films for commercial use.

The bill simply says that the book rate will apply to "16 mm. films, film strips, projected transparencies and slides, microfilms, sound recordings, and catalogues of such materials when sent to or from schools, colleges, universities, or public libraries, and religious educational, scientific, philanthropic, agriculture, labor, veterans, or fraternal non-profit groups. Hearings on an identical bill are expected in the House soon.

QUOTE FROM FORD FOUNDATION ANNUAL REPORT FOR 1952

"It has been a general policy of the Foundation to seek new approaches to what are actually old problems of human welfare. We have sought out, or selected meritorious projects that could not be undertaken at all or so well without such assistance. In this process, we have attached great value to the likelihood that a project might inspire other efforts in the same direction and earn future support from other sources."

STUDY GRANTS PROGRAM ANNOUNCED BY THE FAE

The Fund for Adult Education announced on June 28 a new program of fellowships, scholarships, and study awards in adult education. "These awards," said C. Scott Fletcher, President of the Fund, "are the beginning of a continuing effort to help meet the recognized need for additional and more highly skilled leaders in adult education."

Approximately 100 awards will be made in the first year of the program's operation, involving academic study, supervised field practice, or combinations of the two for the improvement and advancement of individuals concerned with the liberal or general education of adults. The pattern of the program will be varied and flexible. Candidates, chosen from persons who are involved with the functioning and fostering of liberal education for adults, may spend up to one year, full-time, in learning-by-doing association with an agency whose primary function is adult education. Or they may spend up to one full academic year on a full-time basis at an institution of higher education where there is a curriculum appropriate to each grantee's training design. Shorter programs are also envisaged, as are training patterns combining formal course work with field practice through an agency. The over-all purpose is to increase knowledge improve skills, and develop general competence in liberal adult education.

Volunteer leaders, professional educators, administrators and other categories of persons concerned with liberal education for adults are eligible for awards. Most of the awards will be made for the calendar year 1954 and the academic year 1954-55, although work under this program may begin late in 1953.

Applications are available to all who desire to be considered for a grant. The sole basis of selection will be the caliber of the person concerned and the suitability of the program of self-improvement proposed.

The awards will be divided as follows:

Group I. Fellowships for academic study for one academic year. Scholarships for full-time advanced academic study for less than an academic year, or for part-time advanced academic study for an academic year or less.

Group II. Study awards for supervised agency or field training, alone or in combination with academic study, for an academic year or less.

Each applicant is asked to propose the program he desires to follow under an award. The National Committee on Study Grants will consider both the individual candidate and his study proposal, but will put greater weight on the individual's qualifications. An award will be made only when there is agreement between the National Committee, the candidate and the place or places where he proposes to train. It is the candidate's responsibility to discover whether the place or places for training can and will accommodate him. So far as the National Committee is concerned, any study consummated under an award may be used for credit toward degrees. It is entirely the option of the grantee whether he matriculates, works for or completes requirements for a degree.

No specific sums are designated for any type of award. Each applicant will be offered an award that is, in the National Committee's opinion, appropriate to his or her particular situation and his or her study program. The award may or may not be the amount suggested in the applicant's budget.

(Continued on next page)

FAE GRANTS(CONTINUED)

All requests for application blanks, inquiries about the program, and other communications should be addressed to the Fund for Adult Education, National Committee on Study Grants, 141 West Jackson Boulevard, Chicago 4, Illinois. Regional representatives of the Committee will discuss study proposals with the applicants in their regions.

The deadline for applications for study awards is October 1, 1953. Applications for scholarships and fellowships must be in the hands of the Committee by November 1, 1953. The lists of the study awards scheduled to begin before March 1, 1954, and of the scholarships and fellowships awards to begin before June 1, 1954, will be published on December 1. The lists of awards to begin later in the year will be published on March 1.

EMPIRE STATE FM SCHOOL OF THE AIR

Eugene Foster sends us the annual 1952 report. Salient quotes:

"Our twenty -station network covers 95% of the state's elementary school population. Our member schools and systems include over seven thousand full-time elementary teachers or more than one-quarter of all such teachers in the state outside of New York City.

"Of special significance during the year was the Fifth Anniversary Banquet last December when two hundred members and friends gathered to celebrate the occasion. Paul Walker, Chairman of the Federal Communications Commission (at that time), spoke from Washington by special FM hookup after his plane was grounded. He said in part, 'In the five short years of its existence the Empire State FM School of the Air has created a unique place for itself in the school life of New York and in the annals of educational broadcasting....With educators educated regarding education, America could have an unbeatable team brought to bear on one of our gravest national problems--the preparation of our children for the heavy burdens that lie before them.' "

The SCIENTIFIC AMERICAN of May, 1953, carries an interesting analysis by Angus Campbell, Gerald Gurin, and Warren E. Miller, entitled "Television and the Election." This article presents the results of a part of the two-year study of political behavior financed by the Carnegie Corporation, and done by the Survey Research Center of the University of Michigan last fall.

It is interesting to note the impact of television on political campaigning. Those interested in details of this survey should request it either from the Survey Research Center at the University of Michigan or from Scientific American.

One thing that is relatively definitely established in the article is that the principal sufferer of the inroads made by television in political areas is radio. To quote one sentence of the survey, "On the whole the newspapers and magazines so far seem to have held their ground, for their importance was rated as high in the Northeast, where TV sets are most common, as in other regions."

"Two other sentences of interest: "Magazine readers were considerably more Republican.....Stevenson did somewhat better among the television devotees than among those who preferred radio or newspapers, but the difference may not be very significant, as geographical and other factors also entered into the situation."

EISENHOWER SPEECH

In Bedford, Pa., on May 20, President of Pennsylvania State College, Milton S. Eisenhower gave a stirring talk to the Pennsylvania Association of Broadcasters. A couple of quotes:

"Our interest, as a nation, in the potentialities of television is much more than academic. TV has become part of our culture during an era of extraordinary unrest and of rapid social change. As a very effective medium of mass communication, it will undoubtedly play a critical part in charting the future course of human history. And, like atomic energy, its effect on mankind can be literally catastrophic, or just as emphatically benign.

"Some progress, indeed remarkable progress, is being made when one considers that educational television, as an independent movement, is less than five years old. Real impetus to the movement came with the announcement on April 14, 1952, that the FCC had reserved 242 channels for non-commercial educational use. Although some 800 colleges, universities, and public school systems across the nation had joined forces to foster just that end, they were unprepared for action when the announcement was made. So, on April 20-24, 1952, they held a national Educational Television Programs Institute at Penn State under the administrative and financial sponsorship of the American Council on Education, 'To gain greater understanding of the role of television, both through educational and commercial channels, in the total educational process.'

"We are, in short, doing everything we can to foster the development of educational television as a full-fledged collateral of commercial television, so that we might share with you the enormous responsibility for making maximum use of what can be a veritable boon to mankind.

"We in education have, for example, a solemn obligation to do something for the 10 million adult Americans who are functionally illiterate. We cannot ignore the implications in a recent report that, because of correctable educational deficiencies, one out of every ten men now entering the United State Army cannot derive maximum advantage from his basic training. We know that juvenile delinquency can be reduced by effective counsel.....We know that farming can be improved.....We are deeply impressed by the terrible urgency of helping people understand the bewildering changes now occurring in their everyday world, and to recognize the importance of adapting to those changes with intelligence and self-assurance.

"All these opportunities for public service require us to reach vast numbers of people quickly and with a technique that is meaningful to widely diverse temperaments and degrees of intelligence. If we fail in this urgent and expanding task, we widen the gap between the knowledge of the few and the understanding of the many, and it is precisely that gap that the forces which are hostile to a free society are quick to exploit."

UNIVERSITY OF SOUTH DAKOTA RADIO SCHOLARSHIPS AWARDED

Scholarships amounting to \$300 have been awarded to four students planning to enter the departments of radio and radio engineering at the University of South Dakota next fall.

The South Dakota Broadcaster's association, which is made up of all radio stations in South Dakota, donated \$200 of the award money. The remainder of the scholarship money was contributed anonymously.

CLARK ADDRESS

Among outstanding Commencement and Baccalaureate addresses of the year, is the Baccalaureate address of Delbert Clark, Eastern Representative of the Fund for Adult Education at the 150th Commencement of the University of Georgia, on June 8. Two quotations from this speech form good rules for educational broadcasters.

"The world is what you make it. Are you brave enough to violate a senseless tradition? Do you dare to stand up and fight for a sound tradition which is for the moment unpopular? Are you willing to "think otherwise" in a generation to which conformity has become a sacred shibboleth? Are you prepared to take a long, critical look at the world you are inheriting, and take on the job of improving it, even in a very small way?

"If you are -- if you accept your years at the university as basic training and no more -- if you recognize, in the words of H. G. Wells, that 'human history becomes more and more a race between education and catastrophe' -- if you understand that education is an unending process whose purpose is to prepare us for the enjoyment of life and the practice of responsible citizenship then you will have earned the degrees you are about to receive. You will, in short, have made a good start along the infinitely varied, tremendously exciting road which is liberal education.

"Too great reliance on know-how, indeed, plays directly into the hands of the totalitarians, whether of right or of left, for it is they who have placed the technical expert upon a pedestal, who deny to anyone but the specialist the right to think at all. Some one once said, and wisely I think, that 'the expert would always be on tap, but never on top.' Because a man is a highly skilled plumber, or even a highly learned professor, does that of itself give him the right to tell me how I should order my life?"

AMA CRITICIZES RADIO AND TV "DOCTORS"

The Journal of the American Medical Association threw an editorial haymaker at radio and television programs that feature stethoscopes, white coats, and medical claims in advertising. The Journal said it has received many complaining letters from physicians and others who "assert this is a cheap attempt to mislead the audiences into believing that the claims have been proven medically." The Journal added, "They also claim, and there seems to be an increasing accumulation of evidence to support this belief, that most of the audiences have been exposed to so much of this drivel that there is not only suspicion and even disbelief but actual resentment when programs featuring such advertising are offered."

The A.M.A. house of delegates recently recommended a study by the A.M.A. board of trustees, a meeting of mutually interested parties in the radio and television industry, and the consultation of county and state medical societies with local radio and television stations "to effect solutions for advertising programs that affect the medical profession."

LOWELL'S EDUCATIONAL TV BOSTON APPLICATION

WGBH-FM here filed application June 1 with the FCC to operate Boston's educational TV station channel 2. Ralph Lowell, head of the Lowell Institute Co-operative Broadcasting Council said it would cost \$450,000 to set up the new station and \$200,000 to run it for the first year.

COAST TO COAST WITH NAEBERS

President Graydon Ausmus is off to Europe right after the Wisconsin meeting. A report from him next time.

If you need help seeking your area on a 10-watt school station, write Vernon McKown, of New Albany, Indiana Schools for The Story of WNAS.

Richard B. Hull, Director of WOI-AM-FM-TV, Iowa State College, is the author of the article, "Shall We Educate a New Species to Operate TV." in the July issue of The Quill, publication of Sigma Delta Chi. This issue is devoted to television.

The WNYC Festival of Books continues to draw heavy praise and its significance is only now percolating down to many stations.

Mr. Benedict P. Cottone, General Counsel of the Federal Communications Commission since 1946, has resigned to join the Washington law office of ex-Senator Scott W. Lucas. In accepting Mr. Cottone's resignation, Chairman Hyde wrote the former General Counsel, "I wish to express appreciation for the skill and devotion to duty which you have demonstrated in discharging the duties of a challenging office since April 1946. Commendation of Mr. Cottone's service also was expressed by Comrs. Paul A. Walker and Frieda B. Hennock.

A release from WOI-TV includes this encouraging paragraph:

"WOI-TV's service area now includes at least 135,000 home TV receivers. Our average morning audience is 75,000 - 100,000 including about 25,000 classroom pupils who regularly view 'Iowa TV Schooltime.' Our afternoon audience averages 100,000 - 250,000. In the evening the audience averages 300,000 - 450,000."

Neil H. Mehler, former television program supervisor for Chicago public schools, has been named manager of Illinois Institute of Technology's radio and television activities. His appointment was announced by Stewart S. Howe, of Illinois Tech. Mehler was formerly program director of station WBEZ, Board of Education station in Chicago and chief producer for the experimental section of the Fund for Adult Education TV project at Iowa State College.

The Rev. Leo P. McLaughlin, director of Fordham University's radio station WFUV, has been appointed Dean of Fordham's College of Arts and Sciences. The appointment was announced by the Rev. Laurence J. McGinley, president of Fordham University. Father McLaughlin came to Fordham in 1950 as director of WFUV and in September, 1952, was named chairman of the department of communication arts. Born in New York, Father McLaughlin entered the Society of Jesus in 1933 and was ordained a priest in 1945.

Ambitious in spite of the heat, is the WOSU (Ohio State) program bulletin for July. Space and time prevent quotes, but we recommend it.

Our thanks, for NAEBS, to the National Association for Better Radio and Television (NAFBRT) for its 1952 Radio Award to "Jeffersonian Heritage," recognizing it as the Program of the Year.

TAPE NETWORK NEWS

The NAEB Tape Network Hdq. would like to thank all stations for their cooperation in the matter of tape returns. Back tapes have been returned, several weeks have passed since Hdq. hit its distribution peak for the first half of 1953, and a number of stations have stopped operations for the summer. These factors have enabled the Network to slowly build up its tape stock--and at present we do not have to worry about having enough tape to distribute the current issue of programs.

Like personnel of NAEB stations, members of the Hdq. staff are all trying to squeeze out a few days to suffer from the heat in relative peace. Roz Biason went to Chicago; Carl Clausen, our recording engineer and guardian of our "monster" (duplicator) went to Wisconsin; Mr. and Mrs. Jim Fink spent a few days in Freeport, Illinois. Mrs. Gertrude Balthazar accompanied her husband to the Pennsylvania State College for a few days; and John Holt recently returned from Taos, New Mexico, which he thinks would make an excellent cite for Network Hdq.

Though the summer season has hardly begun, arrangements are already being made for the release of fall series. Several series will probably be added to the network schedule before autumn. Within a few days distribution of a series of French classic dramas recorded by the Comedie Francaise will begin. A series of programs from French music festivals and another on famous French writers will be offered. Once again, Music From Interlochen will be made available to Network stations. WNYC, New York City, will furnish programs from its First Annual Festival of Books.

Strictly personal

A few days ago, Headquarters received an announcement from and about Terry Linder, whom most of you will remember as the first NAEB Tape Network Manager. While the Tape Network was centered at WNYC. Here is a facsimile of the announcement.

Lungs and Weight R 7 6 Strong - Pounds - Ounces	One Bedside Seat 147-15 75th Road Kew Gardens Hills, L.I.	Terry and Ben Linder	
		present	
		"IT'S A GIRL"	
		starring	
		<u>Cathy Laura</u>	
		May 29, 1953	6:34 p.m.
		<u>Directed by Dr. Peck</u>	
		Management reserves the right to cancel personal appearance if star is sleeping.	

Since the announcement contains an address, any of you who wish may address Terry, Ben, and Cathy Laura directly. Meanwhile NAEB's collective best wishes, and a copy of this Newsletter, are being sent to the Linders.

TELEVISION SECTION

INTERNATIONAL TOWN

Wayne University, Detroit, has just sent out an attractive brochure posing the question: "Given the Money....Can Educational Broadcasters Achieve High Professional Standards?" The question is answered by picturing the TV TODAY Annual Award to Wayne University's International Town over WWJ-TV, which has reached approximately 150,000 people each week.

Quoting from the brochure:

"International Town was made possible through a special Grant-in-Aid from the National Association of Educational Broadcasters and the Fund for Adult Education, an independent organization established by the Ford Foundation. Wayne University is proud to have been selected as the recipient of one of six such awards granted throughout the country."

COMMERCIAL BROADCASTERS THANKED

In recognition of his assistance to the Joint Committee on Educational Television and the cause of educational television, JCET Executive Director Ralph Steetle on June 4, sent the following letter to Harold Fellows, president of the National Association of Radio and Television Broadcasters:

"A year has now passed since the effective date of the FCC's Sixth Report and Order. The Joint Committee on Educational Television is pleased with the progress in television made during this short period of time. We note that more than 600 applications for commercial stations have been filed and more than 350 applications have been granted. 189 commercial stations are actually on the air and many others will soon be in operation. All of this is a real tribute to American initiative and enterprise. We extend to the broadcasting industry our congratulations and best wishes.

"The JCET is naturally proud of the progress educational television has made during the past year. As of this day 47 applications for non-commercial educational television stations have been filed and 17 been granted. One station is already in operation and several others will soon be on the air.

"Particularly heartening is the fact that most of these educational applications show solid financial and community support. In this connections, the JCET is especially grateful to many commercial interests in this country....One of the most recent examples of this generosity is the offer of the Storer Broadcasting Co. to provide a complete transmitter and antenna to help establish an educational station in Birmingham, Ala.

"It is impossible, of course, for us to thank individually all of the commercial interests in this country that have contributed and will continue to contribute to the development of educational television. However, I am directed by the JCET to take this opportunity

(Continued on next page)

to thank you as the president of the National Association of Radio and Television Broadcasters for the splendid help many of them have given to educational television and ask that you advise them of our gratitude.

"By continued cooperation between educators and commercial interests such as has been exhibited the past year, we can be assured that the American people will receive the finest television service possible."

DISPUTED CHANNEL SAVED FOR EDUCATIONAL USE

Washington--(AP)--The Federal Communications Commission announced it has refused again to reconsider its decision to dismiss the application of Hearst Radio, Inc., for a television station in Milwaukee on Channel 10. The Commission reiterated that the channel is reserved for non-commercial, educational use and that the Hearst commercial application cannot be considered.

ILLINOIS PARENTS-TEACHER ASSOCIATION BACKS EDUCATIONAL TV

The Illinois PTA approved a resolution backing an educational television program for Illinois at the meeting in Chicago on June 12.

Mrs. Elizabeth E. Marshall, chairman of the PTA Board of Managers, said the PTA planned to "get the ball rolling" by building community strength. Mrs. Marshall said fall conferences with panel groups would be held, and that each community would work with Rotary clubs, Girl Scouts and other civic groups to gain support for state-wide educational television.

WISCONSIN TV OKAYED

Late in May, 1953, the Wisconsin state legislature okayed a bill authorizing the building and operation of a television station at the University of Wisconsin at Madison. The story behind the bill is highlighted by controversy and clashing interests, dissolving into compromise, and culminating in cooperation of the finest type.

Impetus for further TV development in this session of the Wisconsin legislature came from the Wisconsin Citizens Committee for Educational Television, a "grass roots" organization which includes farm, labor, educational, professional, and business groups throughout the state. It publicized the need for educational TV stations in Wisconsin, insisted that Wisconsin should not let what might well be the richest opportunity in history go by the board.

The original TV bill provided \$625,000 for construction and operation of initial units in a statewide network. At a public tax hearing those who expressed an opinion of the bill were 8-1 in favor; however, the taxation committee voted to kill the bill, 6-2.

A resolution was made requesting the FCC to continue the reservation of the 12 educational TV allocations in Wisconsin. The request for reservation was promptly made by Gov. Kohler and was followed by application for Channel 10 in Milwaukee and for Channel 21 in Madison. H.B. McCarty, director of WHA, pointed out that if the state acted now, it could qualify for a \$100,000 gift from the FAE which would cover the cost of all the equipment; he urged that the state appropriate \$75,00 for operation of a station on a limited schedule. Sen. Warren Knowles introduced a bill embodying these provisions; usual procedures were dispensed with because of the urgency to file with the FCC, and the bill was passed.

OKLAHOMA LEGISLATURE FIRST TO ESTABLISH STATE-WIDE EDUCATIONAL TELEVISION

Gov. Johnston Murray of Oklahoma on May 18 signed legislation authorizing the first state-wide educational television system in the nation. The bill makes possible a ten-station network, with stations to be located in Oklahoma City, Tulsa, Muskogee, Tishmingo, Clayton, Woodward, Enid, Lawton, Elk City, and Guymon.

The law provides for a 13-member Educational Television Authority including the president of the University of Oklahoma, the president of Oklahoma A & M College, the State Superintendent of Public Instruction, the Chancellor of the Oklahoma State Regents for Higher Education, and representatives of other public and private educational institutions of the state. An Advisory Committee of not more than 35 persons will be organized and selected by the Authority from members of civic and business groups.

This positive action by the Oklahoma legislature is the third big step taken by that state toward educational television. In 1951 the legislature by formal resolution, requested the FCC to reserve ten television channels in the state for educational use; in 1952 Governor Murray called a conference on educational television.

EDUCATIONAL TV-ERS NOTE

The FCC said it has returned the application of San Antonio Council for Educational Television for educational channel 9 at San Antonio, Texas, because of discrepancies in dates in the application.

CHICAGO FUND DRIVE RAISES \$325,000

With contributions coming in every day and enthusiasm growing steadily, the fund-raising campaign of the Chicago Educational Television Association is well on its way to final success. Volunteers working within a sixty-mile radius of Chicago have collected \$325,000 for Channel 11 since May 10 when the campaign was launched officially. Their goal is \$800,000. To establish the station and operate it for two years, \$1,100,000 is needed. The Fund for Adult Education has pledged \$150,000 and the Chicago Board of Education has promised facilities worth \$150,000.

Executives, "lend-leased" to the drive by their corporations, helped to organize both the special gifts and community drives. Some of them will be with the campaign until its close. Edward L. Ryerson, executive committee chairman of the Inland Steel Company, has acted as director of the drive. He is also president of the Association.

The PTA, Boy and Girl Scouts, television and radio stations, and Chicago daily papers have cooperated generously by furnishing personnel, spot announcements, special TV shows, coverage, publicity, and editorials on the campaign.

Every contributor to the campaign receives a certificate naming him a charter member of Channel 11. One gift of \$1,000 and hundreds of smaller ones have come in unsolicited through the highly-publicized Post Office Box 1100.

PLAN TO ATTEND THE 1953 CONVENTION AT NORMAN, OKLA.

CHARLES E. WILSON ON EDUCATIONAL TELEVISION

The Secretary of Defense and former National Mobilizer and former president of General Electric Co. expresses his views on educational TV. ".....I believe that nationwide educational television is economically sound. Education is big business, perhaps the biggest single business existing today. It adequately can support the operation and programming of the 242 television channels now set aside for non-commercial educational purposes. If it increased the educational level only a few percentage points, and I feel it can do more than that, the increase in the value and the product of increased skill and knowledge would more than pay for its cost....

"Educational television provides an opportunity for a fresh approach, for a new consideration of the appeal to the eye as well as the ear, and perhaps even for a revision of teaching methods....

"I urge the support of educational television by every man and woman who has serious consideration for this nation's future and for the future of their children. "

TELEVISION COST

From an AP dispatch: The cost of building a television station and operating it for two years was placed at 1-million dollars by an electronics engineer. But the engineer, E. A. Hungerford, Jr. of Washington, D.C., told the National Education Association that even at that cost, television is a bargain. He added that while his estimate is a lot of money, the cost per viewer is ridiculously low. Hungerford said the 242 educational television channels reserved by the FCC are valuable franchises that--as he put it--have been handed to the educators on a silver platter.

ALABAMA PASSES STATE NETWORK BILL

The Alabama legislature, with only two dissenting votes in the House and three in the Senate, passed an educational television bill providing \$500,000 to put Alabama's first station on the air and to help establish a statewide network. Channel reservations are available for Auburn, Birmingham, Mobile, Montgomery and University.

Alabama is the second state to pass legislation providing for a state network of educational stations. Oklahoma was the first.

Graydon Ausmus, director of the Radio Broadcasting Services at the University of Alabama and president of NAEB, commented, "Alabama has taken one of the most progressive steps in the history of the state. It means, in effect, that the total educational resources of this state can be tapped for the education, information and cultural enlightenment of the total population. It means that thousands of people who have had their education interrupted....will be able to take for credit or non-credit actual high school and college courses.....I will mean that our poorest and smallest rural school can have an art teacher, a music teacher, a mathematics specialist...It will mean that our state institutions with their specialized skills and knowledge can be tapped and made available to the whole population.

In the educational television picture, a few news ticker notes of the last few weeks:

Washington--The Delaware Valley Educational Television Corp. applied to the Communication Commission for an educational television station on Channel 35. The application listed Biddle Saus as president.

Washington--The San Antonio, Texas, Council for Educational Television applied to the Communication Commission for an educational television station on Channel 9.

Washington--Applications for educational television stations at Chapel Hill, N.C., and Birmingham, Ala., were filed with the Communications Commission. The Consolidated University of North Carolina applied for Channel 4 at Chapel Hill. The Birmingham Area Education Television Association, Inc., asked for Channel 10 at Birmingham.

Washington--Applications for educational television stations at Lawrence, Kan., and Madison, Wis., were filed with the Communications Commission. The University of Kansas asked for Channel 11 at Lawrence. The State of Wisconsin applied for Channel 21 at Madison.

Washington--The WGBH Education Foundation, operators of station WGBH, Boston, has filed has application to build a TV station. It has applied to the FCC for a permit to construct a \$425,000 non-commercial, educational television station in Boston with the transmitter in Milton, Mass.

* * * * *

NEW NAEB MEMBERS

Active

School City of Gary
524 Garfield St.
Gary, Ind.
Attn: Mr. Edwin Carmony, Supervisor
Audio-Visual Education

Associate

Muskegon Public Schools
Hackley School
Muskegon, Mich.
Attn: Mrs. Kari N. Franck

Affiliate

Miss Judith Waller
National Broadcasting Co., Inc.
Merchandise Mart
Chicago, Ill.

Implementation Committee on Television
Bureau of Applied Social Research
Columbia University
New York 27, N.Y.
Attn: Miss Marjorie Fiske, Exec. Secy.

MATERIALS AVAILABLE FROM NAEB HEADQUARTERS

The Headquarters of the National Association of Educational Broadcasters is now selling a number of studies and sets of recordings. The following information was prepared to acquaint you with the availability of these materials.

<u>STUDIES NOW AVAILABLE</u>	<u>Pages</u>	<u>Binding</u>	<u>Issued</u>	<u>Period Covered</u>	<u>Gen. Price</u>	<u>Members' Price</u>
Los Angeles-TV (Monitoring Study #2)	94	Paper	Dec. '51	May 23-29, '51	\$5	\$1
Chicago Summer Television (Study #3)	73	Paper	Dec. '52	July 30-Aug. 5, 1951	\$5	\$1
NAEB Radio-TV Bibliography	129	Paper	Dec. '52	Jan. 1, '49-June 30, '52	\$2	One copy free
New York TV Re-Visited (Study #1 & 4)	108	Paper	Jan. '53	Jan. 4-10, '52 & Jan. 4-10, '51 (Compared)	\$5	\$1
NAEB Radion II Seminar Workshop Report	25	Paper	May '53	Mar. 13-14, '53	\$1	\$1
<u>STUDIES AVAILABLE SOON</u>	about					
3rd New York TV Study	100	Paper	Aug. '53	Jan. 4-10, '53	\$5	\$1
	about					
New Haven TV Study	100	Paper	June '53	May 15-21, '52	\$5	\$1
School Broadcast Seminar	50	Paper	June '53	June 15-24, '52	\$1	One copy free

LP RECORDING AND TAPES AVAILABLE NOW

The Jeffersonian Heritage. 13 half-hour programs on seven 12" discs. Stars Claude Rains. Released NAEB Tape Network on Sept. 15, 1952. Price: \$25 for the album.

Ways of Mankind. Seven 12" discs containing thirteen half-hour programs. Released NAEB Tape Network on Dec. 14, 1952. Price: \$25 for the album.

People Under Communism. Seven one-hour programs on seven 12" LP discs. Released NAEB Tape Network on Dec. 7, 1952. Price: \$25 for the album.

Voices of Europe. About 50 half-hour programs prepared by Milton Mayer in Europe during the summer of 1952. Released Nov. 15, 1952, to NAEB Tape Network. Available on tape at 7½ ips only. Price: \$5 per program, which includes the price of the tape.

SCRIPTS

No scripts are available direct from the producers. Scripts on the Jeffersonian Heritage, Ways of Mankind, and People Under Communism are being printed by the Beacon Press, 25 Beacon St., Boston 8, Mass.

The Jeffersonian Heritage scripts are now available in book stores.

Scripts of the other series will be printed and released by the Beacon Press during the fall of 1953.

LIST OF EDUCATIONAL TELEVISION APPLICATIONS

ON THE AIR

WOI-TV	Iowa State College	Ames, Iowa	Channel 4
KUHT	Univ. of Houston & Houston Indep. Sch. Dist.	Houston, Tex.	Channel 8

CP GRANTED (RESERVED CHANNELS)

KUSC-TV	Allan Hancock Foundation	Los Angeles, Calif.	Ch. 28
	Denver Public Schools	Denver, Colo.	Ch. 6
	St. Bd. of Edu. of Conn.	Bridgeport, Conn.	Ch. 71
	" " " " " "	Hartford, Conn.	Ch. 24
	" " " " " "	Norwich, Conn.	Ch. 63
KSAC-TV	Kansas State College	Manhattan, Kansas	Ch. 8
KETC	St. Louis Edu. TV Comm.	St. Louis, Mo.	Ch. 9
WTLV	St. Dept. of Education	New Brunswick, N.J.	Ch. 19
WRTV	Bd. of Reg. of Univ. of State of New York	Albany, N.Y.	Ch. 17
WTVF	"	Buffalo, N.Y.	Ch. 23
WOTV	"	Binghamton, N.Y.	Ch. 46
WIET	"	Ithaca, N.Y.	Ch. 14
WGTV	"	New York, N.Y.	Ch. 25
WROH	"	Rochester, N.Y.	Ch. 21
WHTV	"	Syracuse, N.Y.	Ch. 43
WOSU-TV	Ohio State University	Columbus, Ohio	Ch. 34
	Metro. Pitts. Edu. TV Sta.	Pittsburgh, Pa.	Ch. 13

APPLICATIONS FILED (RESERVED CHANNELS)

Birm. Area TV Assoc. Inc.	Birmingham, Ala.	Ch. 10
North Cent. Calif. Assoc.	Sacramento, Calif.	Ch. 6
Bay Area Edu. TV Assoc.	San Francisco, Calif.	Ch. 9
Bd. of Edu. of D.C.	Washington, D.C.	Ch. 26
Univ. of Florida	Gainesville, Fla.	Ch. 5
Lindsay Hopkins Voca. Sch.	Miami, Fla.	Ch. 2
Bd. of Ed. of Atlanta	Atlanta, Ga.	Ch. 30
Bd. of Pub. Ed.	Savannah, Ga.	Ch. 9
University of Illinois	Champaign-Urbana, Ill.	Ch. 12
Chicago Ed. TV Assoc.	Chicago, Ill.	Ch. 11
University of Kansas	Lawrence, Kansas	Ch. 11
WGBH Educ. Foundation	Boston, Mass.	Ch. 2
University of Michigan	Ann Arbor, Mich.	Ch. 26
Detroit Ed. TV Foundation	Detroit, Mich.	Ch. 56
Bd. of Regents of Univ. of State of New York	Utica, N.Y.	Ch. 25
Consolidated Univ. of N.C.	Chapel Hill, N.C.	Ch. 4
Greater Cinn. TV Ed. Found.	Cincinnati, Ohio	Ch. 48
Miami University	Oxford, Ohio	Ch. 14
Bd. of Regents for Higher Ed.	Oklahoma City, Okla.	Ch. 13
Indep. School District	Oklahoma City, Okla.	Ch. 13
Delaware Valley Ed. TV Corp.	Philadelphia, Pa.	Ch. 35
Bd. of Ed. St. of R.I. & Providence Plantations	Providence, R.I.	Ch. 22
Nash. Ed. TV Foundation	Nashville, Tenn.	Ch. 2

LIST OF TV APPLICATIONS (Con't)

San Antonio Coun. for Ed. TV	San Antonio, Tex.	Ch. 9
University of Washington	Seattle, Wash.	Ch. 9
State of Wisconsin	Madison, Wis.	Ch. 21
Milwaukee Bd. of Voc. and Adult Ed.	Milwaukee, Wis.	Ch. 10
State of Wisconsin	Milwaukee, Wis.	Ch. 10
Puerto Rico Bd. of Ed.	San Juan, Puerto Rico	Ch. 6

APPLICATIONS FOR NON-RESERVED CHANNELS

	Ga. Inst. of Technology	Atlanta, Ga.	Ch. 36
	Univ. of Notre Dame	South Bend, Ind.	Ch. 46
	Loyola University	New Orleans, La.	Ch. 4
*WKAR-TV	Mich. St. Bd. of Agri.	E. Lansing, Mich.	Ch. 60 (CP)
KOMU-TV	Univ. of Missouri	Columbia, Mo.	Ch. 8 (CP)
KFUO-TV	Lutheran Church (Mo. Syn)	St. Louis, Mo.	Ch. 30 (CP)
WHCU-TV	Cornell University	Ithaca, N.Y.	Ch. 20 (CP)
*	Ohio University	Athens, Ohio	Ch. 62
WHBQ	Harding College	Memphis, Tenn.	Ch. 13 (CP)
	Port Arthur College	Port Arthur, Tex.	Ch. 4

*Plans non-commercial operation.

WITH THIS ISSUE

1953 NAEB National Convention--Supplement
 General memo about Lasswell talk and NAEB Hdq. change of address.
 Supplement #2 to the NAEB Directory of Members dated April 1, 1953.
 Third Allerton Seminar -- Public School Broadcasting
Audience Response to Four Educational Television Programs

For Active and Associate members:

- RCA Fairchild Transcription Turntable, Type 530
- RCA VHF Superturnstile Antennas
- RCA Large Screen Projection Television
- RCA VHF Television Transmitter, Type TT-50AL/AH
- RCA UHF Television Transmitter, Type TTU-10A
- RCA VHF Television Transmitter, 500w Type TT-500A and B
- RCA UHF Television Transmitter, 1kw, Type TTU-1B
- RCA 25/20 kw VHF Amplifiers, TT-25AL/20AH
- RCA VHF Television Transmitter, 10 kw, Type TT-10AL/AH
- RCA VHF Transmitters, 2 kw Types TT-2AL & AH
- RCA Type TK-11A Camera
- RCA Combination Audio/Video Console
- RCA Utility Amplifier
- RCA Field Television Camera Equipment, Type TK-31A
- RCA Microphone Boom and Stand
- RCA Fine Groove Transcription Turntable
- RCA "Starmaker" Microphone
- RCA Wall Speaker Housing
- RCA Pressure Microphone
- RCA TV Sideband Response Analyzer
- RCA Professional Tape Recorder
- RCA Speaker Mechanism and Wall Housing
- RCA Monitran, House Monitoring Transmitter

(Continued on Page 28)

HELP WANTED and POSITION WANTED

Traffic Manager-Script Writer Wanted

Radio and Television Broadcasting Services, Radio Station WUOA (FM), The University of Alabama. Approximately \$165.00 per month. Must have an A.B. Degree. Will be able to work toward a Master's Degree in the extent of one course per semester. Twelve months' job. Interested applicants apply immediately with full particulars to:

Mr. Graydon Ausmus, Director
Radio and TV Broadcasting Services
Box 2002
University, Ala.

Production Director Wanted

1000 watt university educational station. Position requires experience in production and script writing, announcing and supervision of student staff. College degree with midwestern background. Knowledge of all types of music desirable. Send disc, scripts, and complete information to:

Radio Station KUSD
University of South Dakota
Vermillion, South Dakota

Instructor in Radio and Public Speaking Wanted

To begin September, 1953. University of Kansas City, Kansas City, Mo. Duties: Teaching two sections of Radio or Speech and Discussion and assisting in the technical and programming activities of the department. Contact:

Mr. Henry M Mamet
Director of Radio
University of Kansas City
Kansas City, Mo.

Communications in Education Major: Masters degree, N.Y.U.; desires position where education and experience in administration and personnel can be utilized; 3 years Special Service exp. Germany post-war; attractive, personable. Contact, FREDERICKA APPLEBY, 810 Broadway, Newark, New Jersey; Humboldt 5-4582.

FLORENCE E. BAYREUTHER, 3422 Brown St., N.W., Washington, D.C., Adams 2-1490. A.B. degree and graduate work in English literature with a minor in music. Private voice, speech, and piano lessons. Student at Berkshire Music Festival, Summer School, 1943. Writer, Producer, Director. Built and presented 15-minute radio show to portray "People Working Together to Realize Democratic Goals." Doing this show, CO-OPA AT WORK, now in 140th week over WCFM, Washington

HERBERT BRENNAN, 1315 Gordon St., Hollywood 28, Calif.; Granite 0531. Training in Radio, Television, Theatre, and Film. Six year's experience in theatre and radio, three year's experience in television--production and acting. Has been associated with "Eternal Light," "Sunny Side of the Atom," "Connecticut Playhouse," "Randall Playhouse," and miscellaneous programs in radio as production personnel and actor. Exp. as TV floor manager, camera, recording and directing. More detailed information sheets available from NAEB Hdq. or from person.

POSITIONS WANTED (Con't)

Chairman of small college radio-TV department seeks writing-production-teaching job with school offering challenging, creative opportunities. Thoroughly rounded in all areas of communication; M.S., B.S.; newspaper and commercial radio background; widely traveled. Hold national SDX and AER writing awards; co-author of popular radio text; writer-director of numerous top quality educational and public interest shows for both educational nets and commercial radio stations. Excellent references. For further information contact the Newsletter, Positions Wanted Column, Dept. B.

PATRICIA COLEY, 209 McIver Dormitory, University of North Carolina, Chapel Hill, N.C. A.B. Degree in Radio. Main interest is in Children's Radio and Theatre. Experience in adaptation of children's literature, production of children's radio programs and films.

College radio director with three years experience considering other offers. Background includes varied production, news, continuity, and teaching assignments. Some metropolitan and commercial experience. Strong on creative writing. Graduate degree in music and radio from leading university. Producer of an NAEB Tape Network series. For further information please write the Newsletter, Positions Wanted Column, Dept. E.

JAMES FISHER-NORTHROP, 142 E. 49th St. New York City. Age--37, married. Education: A.B. 1937, University of California; General Secondary Teaching Credential, 1938; Pasadena Community Playhouse, 1939, 1940. Experience: 9 years in broadcasting, Production Manager for Voice of America, formerly served as program director. Experience in promotion, announcing, writing, and acting. $4\frac{1}{2}$ years experience as instructor of history, English and radio.

Writer and producer for Protestant Episcopal Diocese of New York wants educational TV position. A.B. Smith College, graduate work at Columbia University. Three years experience with New York advertising agencies helping produce radio programs. Will travel. For more details write to JUDITH W. GAYLOR, 504 W. 112th St., New York 25, N.Y.

WILLIAM D. HAYWARD, 204 Fourth Ave., East Orange, N.J. Age-25, Married, 2 children. Education: Bachelor of Music Education, Oberlin College; M.A. (Communications), NYU, '53. Experience: Radio Assistant, Oberlin College Dept. of Speech, 1951-52; producer-director of five $\frac{1}{2}$ -hour weekly series (music, documentary, forum, dramatic, etc.) over WEOL. Wrote three series of music-education programs for in-school listening. Closed-circuit television production-direction experience, WPIX, SRT-TV, NYU. Desires position in educational radio-television station, preferably in the East.

LOUIS LANDMAN, 711 State St., Madison Wis. Age-26, unmarried. Naval service during World War II. Education: A.B. in American Institutions from University of Wisconsin, 1948. Candidate for M.A. Experience: 4 years with WHA, University of Wisconsin in programming. $3\frac{1}{2}$ years commercial experience at WIBA, Madison; WERC, Erie, Pa. as announcer, newscasting. Particularly interested in production and program planning. Audition and pictures available.

KARL B. LOHMANN, JR. 21-E-3 Sheridan Village, Schenectady, N.Y. B.S. University of Illinois, M.S. Audio-visual education, Indiana Univ. Exp. in newswriting, features, photography; in production, promotion, etc. of audio-visual aids; in commercial television. At present doing advertising and sales promotion at General Electric. Further information upon request.

POSITIONS WANTED (Con't)

HANS LYND, 470 N. Broadway, Yonkers, N.Y.; Y0 3-1639, married. Education: LL.D., University of Basle, Switzerland. Exp.; U.S. War and State Departments. Skilled in analysis and evaluation of trends as expressed through media. Radio Officer in charge of radio broadcasting activities in Bavaria. Motion picture industry: free lance reader, writer, translator for most major West Coast studios. Affiliated with ASA-Film Co. in Copenhagen, Denmark as cutter, writer, assistant director. Languages: German, Danish, Swedish, Norwegian, French.

Program writer for Chicago agencies desires position in educational television. Education: University of Illinois and University of Chicago. Experience: On staff of Chicago TV station for three years as writer, producer, and director. For name and address please write Newsletter Positions Wanted, Dept. M.

Experienced script writer and production director considering other offers. Education: B.A. degree from midwestern university. Experience: three years as writer director with university station. Has written history, dramatic, and children's radio programs. Has produced all types of programs. Experience in news writing, continuity, announcing, and acting. For name and address write Newsletter, Positions Wanted, Dept. R.

KENNETH A. WHEELER, c/o Station WBET, 60 Main St., Brockton, Mass. At present station director of WBET and WBET-FM. Sixteen years experience in radio. Interested in position in educational television. Extensive experience as speaker. Character and qualifications available by writing to above address.

MILDRED WOLFE, 502 W. Orange St., Lancaster, Pa. Desires position in educational radio and TV. Education: M.A. Temple University. Experience in publicity and continuity. Has library training and enjoys doing research work.

Woman wishes work in production, direction, writing, etc. with educational radio station. B.S. in Education Fordham University, N.Y., 1952; two years with WFUV, N.Y., as dramatics director, producer, and writer of programs dealing with cultural arts. Good background in theatre. Have done sales, promotion work in TV. Licensed elementary school teacher with experience. For further information and references contact, Newsletter, Position Wanted, Dept. Y.

GEORGE B. ZUKERMAN, 3990 Saxon Ave., Bronx, N.Y. Age -27, married. Education: A.B. in English, Queens College, 1949; courses towards Masters at N.Y.U. Experience: Editorial work with news service. Television commercial writing; program annotation for musical program New Chamber Music Society over WNYC; production assistant and technical coordinator with NBC-TV. Extensive background in music. Taught at Adelphi College Summer School of Music. Especially interested in work in educational radio and television.

* * * * *

NEW BOOK.

Educators Guide to Free Films, 13th Annual Edition, 1953.

Horkheimer, Mary Foley, and Diffor, John W.

516 pages, 2574 titles, 562 of which are new. List price, \$6.00

Educators Progress Service, Randolph, Wis.

This guide to films contains titles and sources for free films in the fields of the applied arts, fine arts, health education, science, and social studies. The entry for each film gives film size, sound or silent, color or black and white, source, and number of reels. Entire volume thoroughly indexed.

EDUCATIONAL CLIPPINGS EDUCATIONAL CLIPPINGS EDUCATIONAL CLIPPINGS

PLANS FOR A NEW YORK CITY EDUCATIONAL TV OUTLET ARE SLOWLY TAKING FORM by
Jack Gould

What about an educational television station for New York City? What's happened since the plan of the New York State Board of Regents for an educational TV network met an untimely demise in Albany?

The encouraging word is that plans for a local educational TV outlet are very much alive, in some ways perhaps more alive than ever before. There still is a fabulous amount of hard work and perhaps many disappointments ahead before local educational TV becomes a reality. But things are beginning to move.

An interim report on the status of educational TV was provided last week at a private dinner at the Hotel St. Regis under the auspices of the National Citizens Committee for Educational Television, of which Dr. Milton S. Eisenhower, brother of the President, is the head. Here is how the situation now looks:

It now seems abundantly clear that, with the exception of one or two states, educational TV is not going to succeed if it must depend on appropriations from state Legislatures. Politically, it's just not in the cards to expect allotment of state funds.

As originally conceived, the Board of Regents plan may be regarded as a dead issue and there's little point in holding post-mortems. Where the board envisioned starting with a network, now it is clear the individual local station must come first.

The revised approach to educational TV in New York City is to operate a station as a privately sponsored project. To this end there has been set up the Metropolitan New York Educational Agencies Committee, headed by Dr. David Henry, executive vice-chancellor of New York University, and the New York Co-ordinating Council for Educational Television.

The over-all approach of Dr. Henry and his colleagues is to establish a non-profit corporation, enjoying broad community representation, which would run the educational TV outlet.

While direct school use of such a station and adult education programs would be an inherent part of the programming, such a station in Dr. Henry's eyes would clearly reflect more than just the strictly academic point of view. In the larger sense it would be genuinely a community station bringing to metropolitan audiences all the facets of local life which it would not be possible for commercial stations to offer at good viewing hours and with sustained continuity.

The hopes of Dr. Henry and the National Citizens committee are to enlist, in addition to educational groups, the support of leaders of industry, commerce and the arts. Just as so many business men have assumed a role of leadership in many major cultural and educational causes, so it is believed that they can play a similar part in educational TV. In many cities throughout the country that already has been the case.

In a matter of a few weeks--perhaps days--there is reportedly a good chance that the Fund for Adult Education, established by the Ford Foundation,

may make a conditional grant to the New York group.

Obviously, much more remains to be done than has been accomplished. The National Citizens Committee and Dr. Henry and his colleagues cannot do the job of establishing a station alone. Public-spirited citizens must pitch in and acquire an understanding of the almost awesome educational potentialities of the new TV medium. And the more civic groups that apprise Dr. Henry of their interest and enthusiasm, the easier his job will be.

(New York Times, May 24, 1953)

TV VIEWING HABITS REVEALED IN STUDY

Television was found to have a greater effect on the living habits of adults than children, on rural families than city dwellers and on "blue collar workers" than on "white collar workers" according to results of a three-year study just completed by Dr. Frank L. Sweetser, associate professor of sociology at Boston University. Video's major effect was found in the allocation of time, with adults more radically altering their normal activities following set installation. The study shows that time has been diverted to TV from radio listening, movie attendance, reading, attendance at sports events and parties, visiting, sleeping and hobbies.

Conducted among 1,076 individuals in 254 TV families equally divided into rural and urban areas, the study revealed that 93.8 per cent of adults over 21 years old listened to the radio less with the advent of TV, while only 74.1 per cent of the children between three and six years decreased radio listening, and 93.3 per cent of those in the seven-to 20-year-old group listened less. Figures on the number of hours used viewing TV programs showed outlying suburban listeners spending more time than all others, with 14.1 hours between Monday and Friday spent before the video screen. White collar workers, regardless of where they lived, spend only 11.7 hours for the five-day periods of watching TV, while blue collar workers, regardless of residence, watch for an average of 13.9 hours during the same period.

(Radio-Television Daily, June 19, 1953)

EDUCATORS DOING SPRING FOR SLICE OF TELE PIE

With educational institutions exhibiting a terrific burst of speed in applying for TV channels reserved for education, it now looks as tho there may be 100 educational TV stations on the air or applied for in the next 12 months. Already 45 applications nearly 20 per cent of the 244 TV channels earmarked for education, have been filed with the Federal Communications Commission, while two others propose non-commercial operations on unreserved channels. Seventeen of the applicants have received construction permits, one grantee, KUHT, Houston, is already on the air and a number of others are all set to go.

Fifteen applications were received by the FCC between May 25 and June 2, and Ralph Steetle, executive director of the Joint Committee on Educational Television, expect that 50 more will be field by next June.

In a letter this week to Harold E. Fellows, president of the National Association of Radio and Television Broadcasters, Steetle described as "particularly heartening" the fact that most of the educational applications "show solid financial and community support."

(Billboard, June 13, 1953)

TV GROUP OUTLINES ACCOMPLISHMENTS OF EDUCATORS

In a special summary, the National Citizens Committee for Educational Television reported today that there has been spontaneous citizen activity all over the country in behalf of educational TV. The special summary was prepared for Dr. Milton Eisenhower, president of Penn State, and Marion Folsom, honorary co-chairmen of the committee.

In the report, the NCCET listed 45 communities which have applied for non-commercial licenses as of June 2, 1953, was the last day on which applications for non-commercial stations could be made, and points out that as a result of a direct request of the NCCET, the FCC on May 11 published a public notice in which it said that "reservations of TV channels for non-commercial use . . . continue indefinitely."

The report also states that foundations have already pledged about \$8,000,000 toward educational stations and have made possible the beginning of organizations that eventually will build non-commercial stations.

Among those who have pledged monies are: The A. W. Mellon Educational and Charitable Trust; The Arbuckle-Jamison Trust; The Allan Hancock Foundation; The Twentieth Century Fund; The Lincoln and Theresa Filene Foundation; Arthur B. Baer, president of Stix, Baer & Fuller; The John Rich Foundation; Lowell Institute; The Fund for Adult Education; The Rosenberg Foundation and The San Francisco Foundation.

(Radio-Television Daily, June 8, 1953)

FUND SOLICITATION TO BEGIN HERE SOON FOR EDUCATIONAL TV

Some of the community's ablest people, experienced in fund raising, are being organized to conduct general solicitation of funds for Channel 9 educational television station, Raymond H. Wittcoff retiring president of the Adult Education Council of Greater St. Louis, said in an address last night.

Wittcoff, who also is vice chairman of the St. Louis Educational Television Station Commission, spoke at the annual open meeting and assembly of delegates of the council at the Forest Park Hotel. Announcement of plans for the general solicitation will be made "very soon" he promised.

Charles Guggenheim, acting director of Channel 9, asserted that because the St. Louis station is a community project, it offers the greatest possibility for the production and direction of educational television programs of any city in the nation.

He predicted that because of its community setup, St. Louis may well be known in five years as the program center of the nation for educational television. Goal of the fund-raising campaign, Wittcoff said, is \$490,000, which would provide \$150,000 per year for three years for evening adult programs, plus \$40,000 for extra equipment. Twenty-one Boards of Education in this area have pledged appropriations totaling \$150,000 per year, the amount needed to put on programs during school hours.

(St. Louis Globe-Democrat, June 12, 1953)

WNYC OPERA FESTIVAL WILL BEGIN ON MONDAY

Second annual Opera Festival of WNYC will be launched Monday on the New York municipal station. Continuing through Sunday, June 7, the week-long series will feature complete performances of seven well-known operas, an interview with the Metropolitan Opera coloratura soprano, Mme. Frieda Hempel, a special program of the works of leading modern composer, GianCarlo Menotti, as well as broadcasts devoted to 17th century and modern American operas. Famous stars of the operatic world will be featured in the recorded broadcasts of the seven complete performances, which include "Don Giovanni," "Wozzeck," "Idomeneo," "Der Rosenkavalier," "Hansel and Gretel," "Tales of Hoffman," and "Die Fledermaus."

(Radio-Television Daily, May 29, 1953)

TELEVISION NEWS AND VIEWS by Larry Wolters

EDUCATION: A preview of what may be expected if and when we get educational channel 11 on the air was provided through the telecast of "The Independent Mr. Jefferson," presented by the National Association of Educational Broadcasters over channel 5 yesterday. With William Prince in the role of Jefferson, this play told the exciting story of the 17 days of the writing of the Declaration of Independence. The play was well done, but seemed a little compressed in a half hour. Our viewing circle was more than a little interested because Robin Humphrey, Evanston Township High School English and drama teacher, had the leading feminine role.

(Chicago Tribune, June 8, 1953)

TV FILMS FROM FRANCE AND ITALY TO BE SHOWN IN UNITED STATES

The day is not far off when there will be world-wide TV film swapping.

This has been predicted by Seymour N. Siegel, who represented the National Association of Educational Broadcasters at a recent Paris conference on better use of world communications channels to improve understanding among nations.

During the discussion on the idea of international television exchanges, the French and Italian broadcasting systems announced they would make available to the United States and others countries two special films on cathedrals of the Middle Ages and on Egyptian archeology. The latter film will be made by Italians in co-operation with the Egyptian government.

In return a TV film series to be produced by WNYC, New York's municipal station, would be made available in Europe. These films would include a study of slum clearance methods and public housing achievements in the United States, "home hospital" practices to extend medical care and the care of a baby.

(Chicago Sun Times, May 31, 1953)

EDUCATORS ACCEPT OFFER OF KYW'S FM STATION

The Delaware Valley Educational Television Corporation has accepted KYW's offer of its TV and FM tower and FM transmitter. The installation is valued at more than \$90,000. The Delaware Valley group representing upwards of 100 educational groups has applied for UHF channel 35.

(Radio-Television Daily, June 30, 1953)

GRANT BRINGS "FREEDOM" TO WUOM

How does one go about producing a \$6,000 radio series?

This was the question which confronted WUOM last fall when it was presented with a grant-in-aid by the Fund for Adult Education, a subsidiary of the Ford Foundation.

Earlier in 1952 the National Association of Educational Broadcasters had received a large sum of money to be given to its members in the form of grants-in-aid for adult educational broadcasting. It was specified that no grant should exceed \$7,000.

The NAEB asked each of its 90 members to submit ideas and budget for types of radio shows they would like to produce if they had the money to undertake the projects.

WUOM had been considering for some time presenting a radio series depicting the events which led to securing many of our academic freedoms. This idea was submitted, approved by the NAEB and in October, 1952, the "Freedom to Learn" series came into being.

The series, which at present is in the process of being tape-recorded, includes 13 original scripts concerning the problems encountered by some of the little-known champions of academic freedoms.

Starting next fall the shows will be broadcast locally by WUOM.

(Ann Arbor, Mich. News, May 26, 1953)

STAFF TURNOVER HEAVY, BUT N.U. STATION GROWS

WNUR, 10 watt FM station on the Northwestern University campus, has nurtured about 350 students preparing for radio and TV careers in three years of broadcasting.

The small but eloquent community voice which broadcasts 26 hours each week has a turnover of 98 per cent of its staff each summer and about 33 per cent each quarter. A staff of 45 works in various jobs to maintain the station.

When WNUR first broadcast in May, 1950, 30 students handled the 10 hour broadcasting week. Their one shelf of records was owned by the students who took their collections with them when they left. Today WNUR belongs to the National Association of Educational Broadcasters tape network, has purchased a transcription library of 5,500 selection, subscribes to the Capital long play library, and has collected 2,400 78 r.p.m. records thru donations.

The largest percentage of air time is filled with music. But it is not the usual disk jockey chatter with platters which you might expect. The record spinners are specialists in classic, jazz, or folk music. One of the most unusual record programs was Call It Primitive. Anthropologist Dick Waterman played transcriptions of the music of natives in remote parts of the world.

All aspiring talent is given an opportunity for expression. Graduate music students perform regularly. Sports announcers practice during the football and basketball seasons.

(Chicago Tribune, June 7, 1953)

HENNOCK HAILS FIRST EDUCATIONAL VIDEOTAP STATION

The opening of Educational TV station, KUHT, University of Houston, Tex., not only marks a milestone "hailing a highly significant achievement in the building of the first non-commercial education station," but it "formally opens one of the great frontiers of modern times," FCC Commissioner Frieda Hennock declared in an address prepared for delivery here last night.

"I am more than gratified and deeply honored," Miss Hennock said, "to meet with you and to address you on the occasion of the formal dedication of station KUHT of the University of Houston, the first non-commercial educational tv station.

"Here today," she added, "we perform a dual function. We mark a milestone, hailing a highly significant achievement . . . At the same time we look forward and pledge ourselves to ever-widening horizons for educational TV in general. . . . For this dedication of the University of Houston's TV station formally opens one of the great frontiers of modern times. By virtue of it, the eyes not only of Texas but of the entire country are focused full upon you . . . I am certain that those eyes will be rewarded with an enlightening and inspiring sight."

Miss Hennock pointed out that "here in Houston" begins the practical realization of the "tremendous benefits that television holds out to education. With TV, the walls of the classroom disappear: every set within viewing range is a potential classroom."

At the same time, she said, "educational TV cannot, of course, be considered a substitute or replacement for our traditional educational system. It is rather a . . . strong ally for it."

(Radio-Television Daily, June 9, 1953)

CHICAGO MAN NAMED TEACHER

Milton Mayer of Chicago, former director of "Voice of Europe" program of the National Association of Educational Broadcasters, will be a member of the Spokane institute of international relations faculty this year.

He will participate in several sessions of the institute, scheduled for the Unitarian church, June 5, 6, and 7, according to Frances McIntyre, program coordinator.

"Once a newspaper man in this country and Europe, Mayer has served as assistant professor in adult education for the University of Chicago and as national director of the Great Books foundation," she said

(Spokane, Washington, Chronicle, May 30, 1953)

PLAN EDUCATIONAL STATION FOR SAN ANTONIO AREA

W.W. Jackson, vice chairman of the state board of education, has been named chairman of the San Antonio Council of Educational Television. The group will make application for TV channel 9 which has been allocated to the city for educational purposes within the next 30 days.

A group of ten educational leaders have been named as a steering committee to prepare the application for the outlet. The new council was informed that a minimum of \$150,000 for equipment and facilities, exclusive of building, will be needed to put the station on the air. It will cost an additional \$25,000 annually to operate the educational TV station.

(Radio-Television Daily, June 3, 1953)

WALKER RETIRES TODAY AS FCC COMMISSIONER

Federal Communications Commissioner Paul A. Walker, whose term of office expires today, reiterated yesterday that he has "purposely and deliberately avoided" making plans for the time when he is no longer a member of the Commission.

Mr. Walker, who had said weeks ago that he had no plans for the time when he steps down from the commissionership, said that he has not even considered future connections during his last few weeks in office because of the importance he felt attached to many decisions coming before the Commission during these weeks.

"There might have been some conflict," he explained, between any future connection and the decisions he was called upon to make in the cases. Therefore he has avoided making any plans until his duties with the Commission are completed.

While Walker's resignation as chairman of the Commission, a job he had held since mid-1951, was accepted several months ago when President Eisenhower appointed Rosel Hyde to be chairman of the Commission, no choice of his successor as commissioner has been made.

(Radio - Television Daily, June 30, 1953)

BROADCASTERS PAY TRIBUTE TO FCC'S WALKER: CHARLES GARLAND SEEN AS SUCCESSOR

Paul A. Walker, who is due to retire June 30, when his term ends, after 20 years with the agency, was honored last week by the National Association of Radio and TV Broadcasters' board of directors.

It's expected that Walker, a Democrat, will be replaced by a Republican in order to give the Administration greater control over agency policies. Under the law creating the Commission, the party in power may have four members on the seven-member agency. The present composition is three Republicans, three Democrats and one Independent.

Most frequently mentioned to succeed Walker is Charles Garland, general manager of Gene Autry's radio station, KOOL, in Phoenix, Arizona. Garland has the backing of Eugene Pulliam, Indianapolis publisher, who reportedly has high influence in the Administration. It was expected that Garland would be named to the commissionership given to John C. Doerfer when former Comr. Eugene Merrill, an interim appointee, was replaced several months ago. However, Doerfer was a surprise appointee who was nominated for FCC after reported souther objection to naming him to the Federal Power Commission.

Walker is the only member of the Commission who has served since its creation in 1934. He was formerly chairman of the Corporation Commission of Oklahoma, a practicing lawyer in Shawnee, Okla., a member of the faculty of the University of Oklahoma, and a high school principal.

(Variety, June 29, 1953)

* * * * *

With This Issue (Con't)

RCA TV Station Monitors, 1183-T

(Inside Back Cover)

COMMITTEES (Con't.)

AUDITING COMMITTEE

*Edwin Adams, KUOW
Rev. Leo McLaughlin, S.J., WFUV
Keith Nighbert, KUSD
Sidney Stone, WBGU

CONSTITUTION COMMITTEE

*Harold Engel, WHA
W. H. Ewing, WOSU
Wallace Garneau, WMCR
Lucile Ruby, WLSU

CONVENTION COMMITTEE

*John Dunn, WNAD
Kay Lardie, WDTR
Jim Randolph, KWGS
Ralph Steetle, JCET
Elaine Tucker, KOKH
Parker Wheatley, WGBH
John Woodworth, KOAG

ENGINEERING COMMITTEE

*Carl H. Menzer, WSUI
Robert C. Higgy, WOSU
Berten A. Holmberg, KUOM
Robert H. Johnston, WILL
Keith Ketcham, WOI-TV
Edward Kratt, WNYE

EXECUTIVE COMMITTEE

*Graydon Ausmus, WUOA
Burton Paulu, KUOM
Frank E. Schooley, WILL
Jim Miles, WBAA

IN-SCHOOL PROGRAM COMMITTEE

*James Macandrew, WNYE
M. McCabe Day, WVSH
Marguerite Fleming, KSLH
Alvin Gaines, WABE
John Henderson, WBAA
Marie Scanlon, WBGU
J. J. Stillinger, WBOE

INTERNATIONAL RELATIONS COMMITTEE

*Seymour N. Siegel, WNYC
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(Continued on inside back cover

Exhibit 3



VOICES EUROPE

will be heard in Urbana, Ill. on
WILL 580 kc.,
Mondays, 4:00 p.m.

Interviews with a great number of Europeans on a wide variety of subjects, conducted by Milton Mayer, American author and broadcaster, lecturer and Professor of Social Research from the University of Frankfurt.



"Voices of Europe" is produced by the NAEB under the terms of a grant from the Fund for Adult Education, established by the Ford Foundation. The grant was administered by Mr. Ralph Lowell at the direction of the Adult Education Committee of NAEB, consisting of George Probst, Director, University of Chicago Roundtable, Chairman; Richard B. Hull, Director of Station WOI-AM-FM-TV, Iowa State College; H. B. McCarty, Director of Station WHA and the Wisconsin State Network; Seymour N. Siegel, Director of Station WNYC, City of New York; Parker Wheatley, General Manager of Station WGBH, Boston. Program coordinator for all series is William Harley of Radio Station WHA, Madison, Wisconsin.

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AN OUTLINE OF THE FIRST HALF-HOUR PROGRAMS, AS PREPARED:

1 PASTOR HERMAN
2 SIR HERBERT BR
3 PROFESSOR SYL
4 DOCTOR G. J. V
5 DOCTOR MARTIN
6 KINGSLEY MART
7 CARLO LEVI AN
8 PROFESSOR C. F
9 JOHN STRACHEY
10 ELSA ADAMI AN
11 PROFESSOR AND
12 MAX HABICHT
13 LORD BEVERIDG
14 FRAULEIN DR. R
15 PRINCE VALERI
16 DR. MCCORMICK
17 A. S. NEILL, PA
18 SIGNOR RENATO
19 REVEREND MICH
20 GRIGOR MCCLE

N STAUBER AND HORST STAUBER

ROADL AND DR. P. F. NOACH

OS-LABINI AND VENIERO MARSAN

AN HEUVEN GOEDHART

N NIEMOLLER

TIN

D DR. RICCARDO BAUER

F. VON WEIZSACKER AND PASTOR MENSCHING

Y AND PAOLO VITTORELLI

ND NINA OULASEVITCH

D FRAU CARL HERMANN

GE

RENATA UNKRODT

O BORGHESE

AND DR. KARL EVANG

UL GEHEEB AND DR. TERESITA SANDESKY SCELBA

O MIELI

HAEL SCOTT

LLAND



**On life in Germany
during the war and
today**

Pastor Herman Stauber and
his son, Horst Stauber

no. 1

Background: In a little apartment near the village of Kappel in central Germany, Milton Mayer talks with Pastor Herman Stauber. Pastor Stauber, who is 74 years old, has served the Evangelical Church, the state church of Germany, all his life, first as a missionary in India, and then for 30 years as pastor of the village of Kappel. His son, Horst, was editor of his high school newspaper and a leader in outdoor sports and camping activities. Milton Mayer supposes, therefore, that he might be called typical of the young German leadership group of today.

**On the work of F A O
and W H O**

Sir Herbert Broadley and
Dr. P. F. Noach

no. 2

Background: The biggest building in Rome is not the Colosseum. The biggest building in Rome is the headquarters of the Food and Agriculture Organization of the United Nations. Here Milton Mayer interviews Sir Herbert Broadley, the Deputy Director-General of F A O, which has 66 member countries, including some which are not members of the U.N. itself. Next, in Geneva, Switzerland, at the European Headquarters of the United Nations, Milton Mayer interviews Dr. P. F. Noach, the chief medical officer of Israel to the World Health Organization.

**The economic
situation in Italy**

Professor Paolo Sylos-Labini and
Veniero Marsan

no. 3

Background: Professor Paolo Sylos-Labini of the Economics Department of the University of Rome, was born in Rome in 1920, the son of a civil servant, was graduated from the University of Rome in 1942, and has been a member of its Economic Faculty since 1944. In recent years, Professor Sylos has been studying the problem of underdeveloped areas. Signor Veniero Marsan is an economist in the research department of a government financial institution in Rome where Milton Mayer interviews him.

**Europe's "left-over
people", the refugees**

Dr. G. J. van Heuven Goedhart

no. 4

Background: In Geneva, Switzerland, Milton Mayer interviews Dr. G. J. van Heuven Goedhart, the United Nations High Commissioner for Refugees. Dr. Goedhart is a newspaper editor by profession. When his newspaper was taken over by the Nazis with the invasion of the Netherlands, he began the editorship of an underground newspaper which today is one of the largest newspapers in Holland.

**What he has learned
in his life**

Dr. Martin Niemoller

no. 5

Background: Milton Mayer interviews Dr. Martin Niemoller in the study of his home in Wiesbaden, Germany. Dr. Niemoller is certainly the most famous clergyman in Germany, is President of the Evangelical Church of the state of Hessen and Nassau. He was in the first World War a U-boat commander, in the second World War an inmate of a Nazi concentration camp.

**On tourist trade and
hitch-hiking through
Europe**

Signora Elsa Adami and
Nina Oulasevitch

**Communism in Europe
and America**

John Strachey and
Paolo Vittorelli

**The roles of Science
and the Church**

Professor Carl Freidrich
von Weizsacker and
Pastor Wilhelm Mensching

**What is Rome like
today**

Carlo Levi and Dr. Riccardo Bauer

**Press the Public
Wants**

Mr. Kingsley Martin

no. 10

Background: In the little town of Baveno, in northern Italy, on the shore of beautiful Lago Maggiore, Milton Mayer interviews Signora Elsa Adami. Signora Adami, during the war years, was active in the Italian underground and was, in a manner of speaking, a station on the underground railway through which Allied prisoners of war escaped into Switzerland. Nina Oulasevitch, a young lady of Brussels, Belgium, has been hitch-hiking all over Europe. Nina's mother and father are so-called White Russians who have lived in Belgium since 1917 and are without nationality. Nina, by virtue of having been born in Antwerp, is a Belgian citizen.

no. 9

Background: In London Milton Mayer interviews Mr. John Strachey, a member of the House of Commons; a member too of a distinguished family of civil servants, soldiers, squires and writers. Mr. Strachey, whose best-known book in America is "The Coming Struggle for Power", written many years ago, was Under-Secretary for Air in the Labor Government of Britain from 1945 to 1946, Minister of Food from 1946 to 1950, and Secretary of State for War from 1950 to 1951. Signor Paolo Vittorelli is a young but distinguished Italian journalist in the city of Rome where Milton Mayer interviews him. He is a member, and a very active member, of the Social Democratic Party of Italy, the party which is opposed both to Communism and to the present Conservative government in Italy.

no. 8

Background: In the famous Max Planck Institute for Physics at Göttingen, Germany, Milton Mayer interviews Professor Carl Freidrich von Weizsacker. German scholarship, theology and statesmanship are full of von Weizsackers. The one with whom Mr. Mayer talks is internationally known as one of Europe's most distinguished theoretical physicists. In the little, the very little village of Patesen, in northwest Germany, Milton Mayer interviews the pastor, Wilhelm Mensching, in the study of the parish house which is also a farm house. Wilhelm Mensching is retiring this year as pastor of this quiet parish, after 30 years of service, to devote all his energies to the work of the "Freundschaftshiem", the Friendship Home which he has established in the neighborhood for young people of all nations, races and creeds to work together for human brotherhood and peace.

no. 7

Background: Carlo Levi, whom Milton Mayer interviews in his studio, was once a physician, but he became famous before Fascism as a painter, and then, exiled from Rome during fascism, he wrote his first novel: "Christ Stopped at Eboli", a best seller all over the world. Exactly a week before the collapse of Fascism in Italy in 1943, Dr. Riccardo Bauer saw the light of day almost for the first time in 17 years in Mussolini's prisons and penal islands. Dr. Bauer became secretary of the Social Museum of the famous Societa Humanitaria, the Humanitarian Society of Italy, founded in the last century as a public organization to help solve the problems of workers' lives.

no. 6

Background: Americans might have a bit of difficulty understanding the character of a journal like the New Statesman and Nation of London. Apart from the fact that it is perhaps the most widely quoted of all journals of opinion in the world, it might mystify Americans to know that this journal is a combination of a Liberal journal established in London in 1906, a Socialist journal established in London in 1913, and a brilliant young Tory paper taken over in 1934. To characterize the editor of this "mongrel" would not be easy either. Milton Mayer interviews the editor of the New Statesman and Nation, Mr. Kingsley Martin, who has held this post since 1931.

**On newspapers in
Germany since
the war**

Fraulein Dr. Renata Unkrodt

**On the Beveridge
Report and economic
conditions in Britain**

Lord Beveridge

**What is Switzerland
and Swiss Federalism**

Max Habicht

**On heroism in Nazi
Germany**

Professor and Frau Carl Hermann

**On the "neo-Fascist"
party in Italy**

Prince Valerio Borghese

no. 11

Background: In a cold water flat in the ancient university town of Marburg, Germany, Milton Mayer interviews Professor and Frau Carl Hermann, entirely surrounded, as Mr. Mayer describes it, by an assortment of cats, refugees, children and other odd creatures. Dr. Hermann is professor of Physics at Marburg University, and as such, an eminent personage. He was not always as eminent as he is now, nor was his wife always as respected as she is now. Here is their story of life during the times of Nazism in Germany.

no. 12

Background: In what is perhaps the most international city of all, Geneva, Switzerland, Milton Mayer interviews a citizen of Switzerland, Mr. Max Habicht, a Doctor of Laws from the University of Zurich and also from Harvard University. Mr. Habicht is a member of the Legal Section of the League of Nations Secretariat and is a distinguished international lawyer and authority on international law.

no. 13

Background: Lord Beveridge, the holder of some 13 honorary degrees from universities all over the world, was President of the Royal Economic Society of Great Britain from 1940 to 1943, and was the author of the Beveridge Report in 1942, on the basis of which he is generally regarded as the parent of present-day Britain. At the age of 73, this economist, administrator, civil servant and author is at work on another book in addition to his managing the affairs of this government development of the village of Newton Aycliffe.

no. 14

Background: Fraulein Dr. Renata Unkrodt, the daughter of a judge in Prussia, attended University in Marburg during the Nazi period and because she was not a member of the National Socialist Party was never able to begin her career as a journalist. In 1945 she had an opportunity to join the staff of the newly-revived newspaper in Marburg in Germany and she is now the Women's Editor and also editor for Arts and Sciences of the Oberhessche Press, a small daily newspaper in the city of Marburg.

no. 15

Background: Prince Valerio Borghese, whom Milton Mayer interviews in his office in Rome, is the head of the MSI, the Movimento Sociali Italiano. Prince Borghese was born in Rome in 1906 and is a member of one of the most famous families in Roman history. His book: "The Tenth Mass Flottilla", published in Italy in 1950 and now in its fifth edition, is being published in England under the title: "Sea Devil".

Overpopulation
and
population
control

Dr. McCormick and Dr. Karl Evang

no. 16

Background: Dr. McCormick is one of Ireland's eminent specialists in preventive medicine and has been active in that field since 1919. Dr. McCormick is now acting chief of the Department of Health of Ireland and chief of the Irish delegation to the World Health Organization in Geneva, Switzerland. In Oslo, Norway, Milton Mayer interviews Dr. Karl Evang, Director-General of Health Services of the Norwegian Government and chief of Norway's delegation to the World Health Organization.

On education in
Europe

A. S. Neill, Paul Geheeb and
Dr. Teresita Sandesky Scelba

no. 17

Background: Milton Mayer interviews three educators of Europe. First, in Layston, England, Mr. A. S. Neill, headmaster of the famous Summerhill School, a controversial figure in English educational circles. Next, in Goldern, Switzerland, 84-year old Paul Geheeb (whose interview has been condensed into a short statement read by Norman Michie) and then Dr. Teresita Sandesky Scelba, a physician and director of one of the tuberculosis dispensaries of the city of Rome.

On Communism

Signor Renato Mieli

no. 18

Background: Renato Mieli is 40 years old. He is a small sober young Roman, very conservatively dressed in a dark matching suit and tie, is married, of course, and the fond father of a 3 year old son. Signor Mieli is in charge of the foreign section of the Communist Party of Italy. Signor Mieli has had one very unusual experience with a history like his. He has never been in prison.

On what is going on
in Africa

The Reverend Michael Scott

no. 19

Background: The Reverend Michael Scott, whom Milton Mayer interviews in London, enjoys the peculiar status of "prohibited inhabitant" of his beloved country of South Africa. The reason he is a prohibited inhabitant of South Africa is that he has represented the southwest African tribes before the United Nations Assemblies, carrying the tribesmen's petitions against their incorporation into the new racist state of the Union of South Africa. The Reverend Mr. Scott is now no longer a missionary from the civilized world to the dark continent. The Reverend Mr. Scott is now a missionary from the dark continent to the civilized world.

On a trip to Moscow
and Peking

Mr. Grigor McClelland

no. 20

Background: In this program Milton Mayer travels to Newcastle, one of the great ports on the east coast of England, where he interviews Mr. W. Grigor McClelland, the president of a chain of 58 grocery stores, not, as you may imagine, to find out how to run a chain of grocery stores, but rather to find out something about Communist China and Communist Russia. Mr. McClelland, as an English business man, in the spring of 1952 attended the Moscow Economic Conference and then went on to Peking, where, besides meeting government and non-government Chinese, he witnessed Peking's May Day Celebration.

"VOICES OF EUROPE"

Will be heard in Urbana, Ill. on
WILL 580 kc.,
Mondays, 4:00 p.m.

"Listen and tell your friends to
listen"

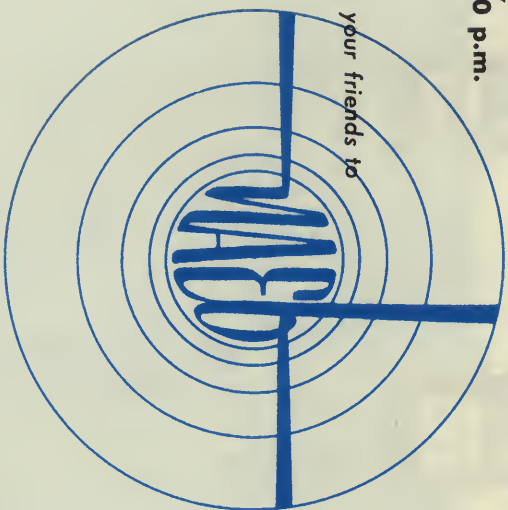


Exhibit K



VOICES



EUROPE

Interviews with a great number of Europeans on a wide variety of subjects, conducted by Milton Mayer, American author and broadcaster, lecturer and faculty member of the Institute for Social Research of the University of Frankfurt.



"Voices of Europe" is produced by the NAEB under the terms of a grant from the Fund for Adult Education, established by the Ford Foundation. The grant was administered by Mr. Ralph Lowell at the direction of the Adult Education Committee of NAEB, consisting of George Probst, Director, University of Chicago Roundtable, Chairman; Richard B. Hull, Director of Station WOI-AM-FM-TV, Iowa State College; H. B. McCarty, Director of Station WHA and the Wisconsin State Network; Seymour N. Siegel, Director of Station WNYC, City of New York; Parker Wheatley, General Manager of Station WGBH, Boston. Program coordinator for all series is William Harley of Radio Station WHA, Madison, Wisconsin. Editing by Norman Michie.

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THE SECOND SERIES OF 20 HALF-HOUR PROGRAMS, AS PREPARED:

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PROFESSOR JOSE	
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HERR HELMUT W	
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FIVE EUROPEAN	
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	40
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MÜLLER

F. L. MADKA

EBER

STUDENTS

E AND MR. JOE KEILING

AND MR. GERALD BAILEY

AND WOLFGANG STAUDTE

VONNE BRUNOY AND SIGNORA MARIA COMBERTI

FRIEDRICH DIBELIUS AND MARTIN STIENCKE (TAO CHUN)

E AND SIGNORA INES ZILLI-GUY

AND FRAU HILDA PABST

ITEHEAD

RI POSTI AND MISS IRMELI VIHHERJUURI

MIDT" AND "FRAU MARGARETE LEHMANN"

KAMIL AND DR. P. J. KOETS

LI MERIKOSKI AND DR. ARVO PUUKARI

NGS REES AND DR. HANS HOFF

FENT

OVROP AND PETER MANNICHE

QUIST

**On how conditions
have changed in
Britain**

Mr. Percy Diggle and
Mr. Joe Keilling

**On how they would
change the world**

Five European students

**On the German
"Neo-Nazi" Party**

Herr Helmut Weber

**On the role of the
Church between East
and West**

Professor Josef L. Hromadka

**On the loss of a
\$50.00 bill**

Frau Gertrud Müller

no. 25

Background: The town of Cummersdale, in northwest England, is famous in its own way for the manufacturing concern of Sted McAlpine and Company, one of the many thousands of small, independent, family-owned concerns in England, the printers of some of the finest hand-printed fabrics sold all over the world. The Sted McAlpine concern is 170 years old and has always been in the Sted family. Milton Mayer interviews the Managing Director of Sted McAlpine, Mr. Percy Diggle. In the city of Carlisle, in northwest England, Milton Mayer interviews Mr. Joseph Keilling, whose dialect gives him away as a Cumberland man. The Keillings have been Cumberland people, in Carlisle, as far back as Mr. Keilling knows. He was one of four sons of a railway porter. He went to work as an assistant to a block printer in a fabric printing plant in Carlisle when he was 14 years old. In 1921, he went to work for Sted McAlpine, and has worked there for almost 32 years.

no. 24

Background: Milton Mayer, at Dalston Hall, in England, interviews five European students: an Austrian, a Frenchman, a Greek, a Yugoslavian and a Spaniard. Peter, Robert, John, Ivan and Alfredo were attending an international seminar there, and they reply, in turn, to the question: If you had the power, how would you change the world?

no. 23

Background: In the town of Marburg, Germany, Milton Mayer interviews Mr. Helmut Weber. Mr. Weber, at the age of 31, is state chairman for the state of Hesse of the Sozialistische Reich Partei, the SRP, which many Americans have heard of as the so-called neo-Nazi party. Mr. Weber is also a member of the national committee of the SRP. Helmut Weber was born in middle Germany, the son, the only child of a locksmith. His father is now retired and has a chicken farm, like so many retired Americans. Mr. Weber attended high school and was graduated in 1939. He was a member of the Hitler Youth, as was almost every other school boy in Germany at that time, and he rose to the rank of what we would call Battalion Commander in the Hitler Youth Organization. After 3 years as a prisoner of war in England, he returned to Germany, entered the University to study law which he has been doing up until very recently.

no. 22

Background: Milton Mayer interviews a Christian theologian from a Communist country, Professor Josef L. Hromadka, of Czechoslovakia. Perhaps it is necessary to add that Professor Hromadka is not a refugee or an exile. He lives and works today as he has almost all of his life in his native land, and he visited Lund, Sweden, this past summer, where Mr. Mayer interviewed him, in his capacity as representative of the Evangelical Church of Czechoslovakia in the World Council of Churches. Josef Hromadka was born in the Czech province of Moravia which was then part of the old Austria-Hungary. He was an Evangelical pastor until he joined the theological faculty of Prague University in the capital city of Czechoslovakia in 1920. In 1939 he came to America to join the faculty of the theological seminary of Princeton University, returning to Czechoslovakia in 1947, a year before the Communist Party took over power.

no. 21

Background: Frau Müller's problem was an American \$50 bill, and it was against the occupation laws for Germans to have American money. Frau Müller was born and still lives in the tiny hamlet of Eichdorf, in southern Germany, near Munich. She is what the Germans call a real "dorfkint," a small-town girl, one of six children of a pattern maker who was killed in the war. She got through grammar school, worked as a housemaid and picked up a good deal of English from the American soldiers who came to Eichdorf immediately after the war. The story of Frau Müller's \$50 bill is itself a Voice of Europe, a story of the almost incredible complexities into which so many Europeans wander when they let anything at all unusual happen to them.

**On how life has
changed for the
women of Europe**

Mrs. Lucy Gable and
Signora Ines Zilli-Guy

no. 30

Background: Milton Mayer interviews first an Alsatian, Mrs. Lucy Gable, who worked for both the French and the Germans during World War II and was accused of collaboration by both sides. However, her only thought was to provide for her two daughters, and this is her story. Signora Inez Zilli-Guy of Florence, Italy, is the wife of an official of a food company and the mother of 3 sons: one a professor, one a physician, and one an engineer. In addition she has a few other full-time jobs. She is vice-president of the Young Woman's Christian Association of Italy, and editor of the woman's magazine *Alli*.

**Two religious figures
from Germany**

Bishop Otto Friedrich Dibelius
and Martin Stiencke (Tao Chun)

no. 29

Background: Otto Friedrich Dibelius of Berlin is not what we would call a realist. In March, 1933, he was invited in his capacity as superintendent of the Prussian Diocese to preach the invocation at the first meeting of Hitler's new Reichstag in Potsdam. He concluded his invocation with these words: "The dictatorship of a totalitarian state is irreconcilable with the will of God." That was an unrealistic thing to say in March of 1933 in front of the German government. He was removed from office and forbidden to preach. In southern Germany, Milton Mayer interviews a Chinese monk. This monk is named Martin Stiencke Tao Chun. The last part of his name, Tao Chun, is his name as a Buddhist. The Martin Stiencke is the name with which he was baptized when he was born, the son of a tailor, in Potsdam, Germany, seventy years ago.

**The lives of two
women of Europe**

Mademoiselle Yvonne Brunoy
and Signora Maria Comberti

no. 28

Background: Mademoiselle Yvonne Brunoy is a Paris prostitute and is so registered with the Paris police. Like many other members of her profession, she is usually to be found in the vicinity of the world-famous "Madeleine," the church which bears the name of St. Mary Magdalene. The voice of Mademoiselle Brunoy — this is not her real name but this is a real person — her's too is a voice of Europe and a voice of humanity. It might not be inappropriate to suggest that whoever would throw the first stone listen to the story of Yvonne Brunoy before she entered her chosen profession. Everybody — maybe not everybody, but everybody who has ever gone broke or otherwise got into difficulty in the city of Florence, in Italy, has heard of Maria Comberti. Maybe it's only because she speaks English, French and German as fluently as she speaks her own language, Italian.

**On the theater and
cinema in Berlin**

Friedrich Luft and
Wolfgang Straudte

no. 27

Background: Friedrich Luft is a Berliner whose family just about goes back to the beginnings of Berlin. As drama critic of the newspaper *Neuwestsitung* and the Berlin radio station *RIAS*, Friedrich Luft is the only critic in Germany who, through both pen and voice, reaches all of his own countrymen. Wolfgang Staudte is one of the most famous of Germany's new film directors since the international success of his *The Murderers Are Among Us*.

**On conditions
between East
and West**

Dr. Mogens Fog and
Mr. Gerald Bailey

no. 26

Background: In Copenhagen, Milton Mayer interviews a Communist professor, Dr. Mogens Fog, professor of neurology in the University of Copenhagen, was the leader — the leader, not a leader — of the Danish resistance during the Nazi occupation of Denmark. As president of the Council of Freedom, the Danish resistance movement, he was a member of the first post-war cabinet of his country. In the peaceful English countryside of County Surrey, Milton Mayer next interviews Gerald Bailey, secretary of the East-West Relations Committee of the Religious Society of Friends, more popularly known as the Quakers. During the last few years, Gerald Bailey has been concentrating on the East-West problem. He organized and led the British Quaker Mission to Moscow in the summer of 1951, and is a member of the international Quaker team which has attended the recent General Assemblies of the United Nations as observers.

A Dutch view and an Indonesian view of Indonesian independence

Nona Suminah Kamil and
Dr. P. J. Koets

no. 35

Background: In December, 1949, Indonesia, after 3½ centuries as a Dutch colony, obtained its independence, following 4 years of negotiating, bloody fighting, more negotiating, more fighting, and finally the intervention of the United Nations. Nona Suminah Kamil is an Indonesian school teacher whom Milton Mayer interviews in Bentveld, Holland. She is on her way home after a year of study at the University of California in Los Angeles. Dr. P. J. Koets was Director of the last Dutch Cabinet of Indonesia. He went there in 1929 as a school teacher, with his wife, a physician. Their six children were all born there. He entered the Indonesian government in 1939. During the Japanese occupation of the country, Dr. Koets was a prisoner of war in Burma and Siam.

On life in East Berlin

"Professor Schmidt" and
"Frau Margarete Lehmann"

no. 34

Background: Milton Mayer interviews a man whom he calls "Professor Schmidt," an unemployed professor of languages somewhere in the East Zone of Germany, a man who believes that everyone in East Germany is ready to wage war against the Communists. In this program we hear two opposing views of conditions between East and West Germany. Somewhere in Germany, Milton Mayer interviews a woman whom he calls "Frau Margarete Lehmann," although this is not her real name. Frau Lehmann lives outside a small town in the Russian occupied zone of her native land. Frau Lehmann is lame in one leg and walks three quarters of a mile to work every morning and back every night, at the age of 68.

On the Finnish language and the sauna

Professori Lauri Posti and
Miss Irmeli Viherjuuri

no. 33

Background: In Helsinki, the capital of Finland, Milton Mayer interviews Professori Lauri Posti, professor of linguistics in Helsinki University. Miss Irmeli Viherjuuri is information director of the leather and shoe industry of Finland. But it isn't leather and shoes that Milton Mayer discusses with her. Instead they talk about the Finnish sauna, for she is an expert on that subject. Her father, a teacher, wrote the definitive book about the sauna, a book which has been translated into many languages, including English.

On the Cooperative Society of Great Britain

Mr. Headley Whitehead

no. 32

Background: In the city of Manchester, England, the headquarters of the Cooperative Society of Great Britain, Milton Mayer interviews Mr. Headley Whitehead who is warden of one of the three residential youth centers maintained in different parts of the country by the cooperative movement. Mr. Whitehead, at the age of 35, is secretary of the Cooperative Youth Centers Society of Britain. He says that he grew up in the philosophy of the cooperative movement. He was the son of an engineer in the city of Sheffield. His mother had been a village school teacher. After finishing high school and working as an office boy in a law firm and then in a factory and then as a secretary in a trade union, he entered the movement as a full-time worker.

On what the young Germans believe

"Dr. Schmidt" and
Frau Hilda Pabst

no. 31

Background: Milton Mayer interviews a man who lives and works in a city in southeastern Germany, very close to the Soviet Zone of his country. His work is intimately connected with the situation of the German soldiers, who, more than 7 years after the end of the war, are still held as prisoners all over the world. Dr. Schmidt — this is not his real name — was a Nazi and a fervent Nazi. But he lost his faith in Nazism as he saw it develop during the war, and, in effect, became a traitor. In the half-destroyed city of Hanover, Germany, the city which gave England a family of kings, Milton Mayer visits the home of Rolfi and Hilda Pabst, a young couple married 2½ years ago. Hilda Pabst, who has never visited England or America, speaks better English than her husband, and, as befits the modern woman, she speaks for both of these young German liberals.

**On the philosophy
and economy of
Finland**

Professori Velli Merikoski and
Dr. Arvo Puukari

no. 36

Background: Professori Velli Merikoski of the Faculty of Law in Helsinki University, Finland's leading authority on the American common law, was born in Carelia, in that part of the Finnish province which is now lost to the Soviet Union. His wife is Swedish. Professori Merikoski was formerly Dean of the Law Faculty of Helsinki University and formerly President of the Finnish Law association. The man in Finland who ought to know more about the burden of war and its aftermath than any other is Lysensati Arvo Puukari, lecturer in economic administration at Helsinki University and Helsinki Business School. Lysensati Puukari's expertness is not entirely in the theoretical area of economics. He was executive secretary of Finland's National Community Chest, all of its relief work during and after the second World War.

**On the mental state
of the world**

Dr. John Rawlings Rees and
Dr. Hans Hoff

no. 37

Background: In 1948 the World Federation for Mental Health was established in London, representing 69 professional societies in 33 countries, and Dr. John Rawlings Rees, one of England's most distinguished psychiatrists, was elected its first president. He is now its director. Dr. Rees was a member of the staff of the Tavistock Psychiatric Clinic in London from its beginning in 1920 and he was its director from 1932 until the second World War, in which he served as senior consulting psychologist with the British Army. It would be impolite, to say the least, to go to Vienna and not to obtain a psychiatric view of the world we live in in this city of Sigmund Freud. The most distinguished member of the Vienna School of Psychiatry and Neurology is Dr. Hans Hoff. Dr. Hoff is a Viennese himself, trained at the University of Vienna.

**What has happened
to Vienna**

Herr and Frau Fent

no. 38

Background: Milton Mayer interviews Herr Paul Fent, a playwright, and Ingebourg Fent, his wife, a writer of fairy tales, to discover what has happened to "Alt Wien" and the spirit of Johann Strauss.

**On the Danish system
of adult education**

Dr. Johannes Novrup and
Peter Manniche

no. 39

Background: For ten years Dr. Johannes Novrup was a teacher in the largest folk high school in Denmark, in the town of Ansko, and then, for eight years, advisor for adult education to the Danish government. In 1949 he was President of the World Conference on Adult Education held in Denmark, and in 1950 he became principal of his own folk high school in the town of Birkerød. Besides being the author of several books on the philosophy of education, Dr. Novrup is a member of the Danish national commission of UNESCO and President of the governing board of UNESCO's international institute in Germany. In 1921 Denmark gave the world something new in education. The principal of one of their folk high schools, or people's colleges, a college in Copenhagen for young workers, established the international people's college in the town of Helsingør, in northwest Denmark. That man was Peter Manniche.

**What's wrong with
the Swedes**

Herr Sven Lindquist

no. 40

Background: In the pleasant little port city of Malmö, in southwestern Sweden, where, incidentally, a double murder and suicide occurred the day before Milton Mayer got there, he talks with Herr Sven Lindquist a Swedish business-man whose hobby is the world. His fellow Malmö-ans explain that he is so much interested in the world that his business is going to pieces. Herr Lindquist admits that this is the case. He admits it with a dour smile. He is known far and wide in his own province as an extremely dour man. And that's why Milton Mayer wanted to talk to him.



Exhibit 2



VOICES

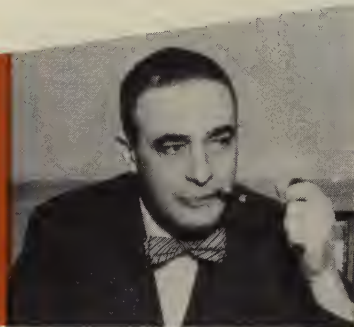


EUROPE

SERIES III

Interviews with a great number of Europeans on a wide variety of subjects, conducted by Milton Mayer, American author and broadcaster, lecturer and faculty member of the Institute for Social Research of the University of Frankfurt.

Milton Mayer



"Voices of Europe" is produced by the NAEB under the terms of a grant from the Fund for Adult Education, established by the Ford Foundation. The grant was administered by Mr. Ralph Lowell at the direction of the Adult Education Committee of NAEB, consisting of George Probst, Director, University of Chicago Roundtable, Chairman; Richard B. Hull, Director of Station WOI-AM-FM-TV, Iowa State College; H. B. McCarty, Director of Station WHA and the Wisconsin State Network; Seymour N. Siegel, Director of Station WNYC, City of New York; Parker Wheatley, General Manager of Station WGBH, Boston. Program coordinator for all series is William Harley of Radio Station WHA, Madison, Wisconsin. Editing by Norman Michie.

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D SUPERINTENDENT FABIAN

ANN" AND "FRAU WAGNER"

ICKSON AND HERR KNUD KLEM

NAK AND DR. KURT ROTHSCHILD

D DR. VAARTAJA

UPIN AND HERR ODD NANSEN

AND LORD ADAMS

R AND MAJOR JAN LINZEL

ND CLAUDE TERRAIL

EIER" AND "FRITZ SCHNEIDER"

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ICK SCHAEFFER AND M. JACQUES CHASELLE



**On education, Fascism
and Communism
in Italy**

**Don Manetti and
Professor Giovanni Pioli**

no. 45

**On Swedish-American
exchange and Swedish
social legislation**

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no. 44

**On adult education
movements in Sweden
and Vienna**

**Dr. Alf Ahlberg and
Frau Gertrud Magaziner**

no. 43

**On the World Council
of Churches**

Dr. Willem Visser 't Hooft

no. 42

**On the experiences
of their lives**

Mlle. Hedy and Maire Halonen

no. 41

Background: It is perhaps particularly appropriate to this recorded interview that Milton Mayer should have met a Dutchman in Sweden who lives in Switzerland. In 1924, as a pastor of the Dutch Reform Church, Dr. Willem Visser 't Hooft became secretary of the World Council of the YMCA, and in 1931 general secretary of the World Student Christian Federation. In 1948 the first assembly of the World Council of Churches in Amsterdam selected him as its general secretary and in this capacity he turns up occasionally, he says, in his office in Geneva, more often in Bangkok, Cape-town or Evanston, Illinois. In the city of Lund, Sweden, Milton Mayer interviews him.

Background: In the province of Dalecarlia, where the north of Sweden really begins, the forests open up near the town of Ludvika, on Lake Vessman. The Folk High Schools here in Sweden, as everywhere in Scandinavia, are supported by the state, but they are privately directed and controlled. The principal of the Brunnswig Folk High School is Dr. Alf Ahlberg who has been its principal for 25 years, and whose name is synonymous with education, not only in Sweden but in Scandinavia and in Europe. As befits a Viennese, Frau Gertrud Magaziner is a musician by profession and at heart, but her profession in the course of history got lost, she says. She was a socialist, an old socialist, but not so very old. In England, she served during the war as secretary of Prime Minister Chubashish of the Yugoslavian Government in Exile. In 1947 the Magaziners came back home to Vienna. And now Frau Magaziner is associated with the "Verband Wiener Volks Bildung," the adult education system of the city of Vienna.

Background: In Stockholm, Milton Mayer interviews a lady who may be a Swede and who may not be. She is Fru, or Mrs. Adele Heilborn. Her husband is President of a publishing company in Sweden and she herself is director of the Swedish-American Foundation. She is also President of the American Women's Club. Also in Stockholm, Milton Mayer interviews Fru Rossel of the Swedish Royal Labor Board, the counterpart of the United States Department of Labor. Fru Rossel is President of the Swedish Business and Professional Women and delegate of the Swedish government to the United Nations Commission on Human Rights.

Background: Don Manetti teaches religion in the Lyceo Dante, one of the public high schools in Florence. In the middle years of the 1930's there were only 12 professors in all of Italy who refused to sign the loyalty oath to the Fascist Government. Professor Giovanni Pioli was not one of these twelve because he had already long since been dismissed from his professorship. He is 75 now, a white-bearded man who is one of Italy's most famous religious liberals. Perhaps it is necessary to add that in view of the fact that Professor Pioli is critical in some respects of the Roman Catholic Church that when he was arrested and thrown into prison in 1939, after 4 months of solitary confinement he was suddenly released from prison by the Fascists. It was long afterward that he learned that his old classmate, the Pope of the Roman Catholic Church, had interceded on his behalf with the Fascist dictator, Mussolini.

**On what it is to be
a Dane**

Herr Emil Fredericksen and
Herr Knud Klem

**On society, royalty
and life in Spain**

The Carmen Story

**On how German
Families have been
disrupted**

"Herr Hans Neumann" and
"Frau Wagner"

**On the situation in
West Berlin today**

Burgomeister Willie Kressman
and Senator Otto Bach

no. 50

Background: Denmark is a country whose most famous man is a teller of fairy tales, Hans Christian Anderson. And the leading authority on Hans Christian Anderson is Emil Fredericksen of Copenhagen. Besides being literary editor of the oldest existing newspaper in Europe, the Berlingske Tidende, Herr Fredericksen is editor of one of Denmark's oldest and most distinguished literary magazines, Gads. Secondly, Milton Mayer interviews Herr Knud Klem in Elsinore Castle on the subject of Shakespeare's Hamlet.

no. 49

Background: In Paris, Milton Mayer interviews an exile from Spain. The lady he interviews, a Spanish Socialist, was formerly a member of a family which had married into the Spanish nobility, and a family whose wealth had bought them positions of importance. This is the story of her life.

no. 48

Background: In the eastern sector, the Communist sector of the city of Berlin, Herr Hans Neumann is employed as a janitor in a building. Neumann, of course, is not his real name. Herr Neumann, who is 60 years old, was trained as a mechanic in Berlin. He went to sea, landed in San Diego, worked as an automobile and airplane mechanic there, came back to Germany in 1929, worked there as a mechanic until 1934 when he went to Afghanistan to train mechanics for the Afghan-istan air force. After the war and his release as a prisoner of war, he went back to his home in the eastern sector of Berlin and got a job as a truck driver, and is now the janitor of a building there. Milton Mayer interviews Frau Wagner, the daughter of a famous German family which has been torn apart by the division between East and West.

no. 47

**On the BBC and
Scotland Yard**

Robert Silvey and
Superintendent Fabian

Background: In London, Milton Mayer interviews Mr. Robert Silvey, Director of Audience Research for the British Broadcasting Corporation. In London there is, among other things, the headquarters of an institution beloved of every American mystery reader, and that is just about every American. The institution is Scotland Yard. Milton Mayer interviews retired Detective Superintendent Robert Fabian. Superintendent Fabian retired in 1949 after 28 years of service, 25 of them as an un-uniformed man at the Yard. When he retired, he held, among other indications of his capacity, what is known in England as the Police VC — that is, the Police Victoria Cross, comparable to our Congressional Medal of Honor — the King's Police Medal for Gallantry.

no. 46

Background: In West Berlin, Milton Mayer interviews first the mayor of the Kreuzberg section of Berlin, a trade unionist who was once head of the Berlin Economics Division. The Minister for Social Affairs of the state and city of Berlin is Senator Otto Bach. Senator Bach was also a trade unionist and an official of the International Labor Office of the League of Nations. He left Germany in 1933, returning in 1940 from Switzerland to engage in underground work against the Nazi regime which he continued in France, and then returned to Germany in 1945.

On Pacifism and Veterans

Herr Kaspar Mayr and
Major Jan Linzel

no. 55

On public opinion in Britain

Duke of Bedford and Lord Adams

no. 54

On refugees and refugee passports

Frau Waltraut Skupin and
Herr Odd Nansen

no. 53

On Finland and the Finns

Herra Aarnio and Dr. Vaartaja

no. 52

On the situation today in Vienna and Austria

Herr Johann Hannak and
Dr. Kurt Rothschild

no. 51

Background: Like the good Viennese he is, Herr Johann Hannak is a chess player and a world authority on chess. He has a few sidelines, however. He is the political editor of the *Arbeiter Zeitung*, the official newspaper of the Socialist Party of Austria and the largest newspaper in the country. In 1938 he was seized by the Nazis but after a year in the concentration camps of Dachau and Buchenwald, he was able to go to America. Now, since 1946, he is back in Vienna. Dr. Kurt Rothschild, born in Vienna, the son of a commercial agent, attended Glasgow University in Scotland from 1938 to 1940 and served as lecturer at that University in economics from 1940 to 1947. He is now economist for the Institute for Economic Research of Vienna, one of these mixed bodies so frequently found in all European countries, maintained jointly by the government, by industry and by the trade unions. Dr. Rothschild himself is not a member of any political party.

Background: Herra Aarnio is 33 years old and a lathe turner in a silver factory as his father was before him. At the age of 13 Herra Aarnio left school and at 15 went to work. At 22 he was called up in the Finnish army at the time of the so-called Winter War, the Russian invasion which began in December, 1939. For 3 years he fought in Russia against the Russians and returned home at the armistice in 1944 after a total of 5 years in his country's army. During this time he taught himself English. Next Milton Mayer interviews Dr. Vaartaja on the subject of the loss of part of Finland to the Soviet Union.

Background: In the stable of the family of Hans Skupin and his wife Waltraut, Milton Mayer had a conversation with Dolly. Dolly is now a cow. When she left Bend, Oregon, on her way to Falkenbach, she was a heifer, a calf carrying her first calf. It was the heifer project originated by the Brethren Service Committee of the Church of the Brethren which brought Dolly and some 12,000 other animals; goats, cows and bulls, to stricken farmers — refugees — all over the world, in Asia as well as here in Europe. Dolly is doing well, as we shall soon hear when Milton Mayer speaks with Frau Skupin. An occasional letter still comes to the office of architect Odd Nansen in the city of Oslo, addressed simply: Nansen, Norway. Odd Nansen's father, Fridtjof Nansen, the Professor of Oceanography who invented the Nansen Passport, received thousands and thousands of such letters. Architect Odd Nansen himself is considerably more famous as a humanitarian than he is as an architect. He has worked all his life for refugees, and he is President of the Norwegian section of the World Movement for World Government.

Background: The Bedford family name is Russell and the first Russell was elevated to the peerage of England in the year 1539. The present Duke's great grandfather, incidentally, was the grandfather of Bertrand Russell, the philosopher. Jack Adams was four years old in 1894 when his father was killed in a coal mine in Cumberland County, on the west coast of England. Today Jack Adams is secretary of the Cumberland Development Council, a private agency, and general manager of the West Cumberland Development Corporation, a government agency. In these capacities he is one of the men, the man, according to all the rest of England, who changed West Cumberland, one of the worst of England's so-called Depressed Areas, into a flourishing economy. He isn't Jack Adams anymore. On January 1st, 1949, the King of England elevated him to the peerage. The Cumberland miner's boy is now Lord Adams of Enderdale, but he still looks a little like a coal miner.

Background: In interviews recorded in Austria and in Holland, Milton Mayer speaks with a Pacifist and a Dutch war veteran.

**On the problem
of the Saar**

Herr Ernst Heinrich Schaeffer
and M. Jacques Chaselle

**On the problem
of the Saar**

"Herr Busch"

**On Danish farming
and shipping**

Sven Fisker and Eliot Maegaar

**On conditions in
East Germany**

"Hannelore Altmeier" and
"Fritz Schneider"

**On Paris and
French decadence**

Lionel Durand and
Claude Terrail

no. 60

Background: Herr Ernst Heinrich Schaeffer was born in the principal city of the Saar, Saarbrücken. He has been in the steel business for 40 years and is today a supplier of high grade steel for plants throughout the Saar. During the last war he was the manager of the Berlin offices of two privately owned steel plants in the Ruhr. He is a widower. He had two sons and two daughters. One of his sons was lost in the German Army in Russia. At the end of May in 1945, when the Russians took over the section of Berlin where Herr Schaeffer lived, having lost all his possessions, he came back to the Saar, to his native city of Saarbrücken, on a bicycle, and began again. Monsieur Jacques Chaselle is chief of the information section of the French diplomatic mission to Saarbrücken.

no. 59

Background: In this and the following two programs of the series, the problems of the Saar are discussed. Milton Mayer interviews "Herr Busch," an unidentified Saarlander.

no. 58

Background: In the heart of Copenhagen's great shipping district Milton Mayer speaks with Herr Eliot Maegaar, for 33 years the general manager of the Danish Shipowner's Association. Born in a small town in Denmark of a family of merchants and seamen, Herr Maegaar was trained as a lawyer. He is now a member of the board of the International Shipping Conference, of the International Shipping Federation, and of the International Chamber of Shipping. Farming is the heart of Denmark and Sven Fisker is a Danish farmer in the province of North Zealand. The farm is 333 acres of mixed farming, like all Danish farming, with special emphasis on dairy production.

no. 57

Background: Not so very long ago, Fraulein Hannelore Altmeier, who is 18 years old, arrived in the West sector of Berlin from the Russian zone of Germany. The same day Hannelore arrived, perhaps 1,000 other Germans from the East Zone appeared in Berlin, and more or less this number arrive every day in the week. Hannelore is one of four daughters of a professional army officer, a colonel in the German army, who, since the end of the war, has been a prisoner in the Soviet Union. Hannelore's three sisters had all fled from the East Zone before her. One is in America, two in the west German city of Hamburg. Next Milton Mayer interviews "Fritz Schneider" also of East Germany.

no. 56

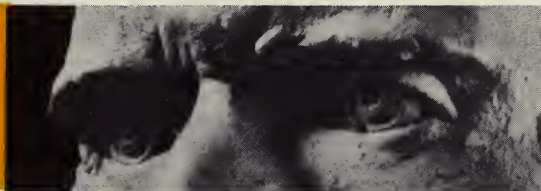
Background: Monsieur Lionel Durand has been a Frenchman for 20 years, although he was born in 1920 in Haiti. During the second World War he was a member of the intelligence group of the French underground in Paris and then became New York correspondent and then foreign editor of the Paris newspaper, the *Parée Presse*. After the liberation of France in 1945, the municipality of Paris decided that it could no longer afford to illuminate at night France's greatest monument, Notre Dame Cathedral. And so a good Frenchman and a good Parisian, Claude Terrail offered to pay the cost of lighting Notre Dame on week ends and special occasions. In this Monsieur Terrail was showing himself a good business man too. His restaurant, La Tour d'Argent, the oldest public eating house in Paris and one of the most famous and elegant, stands on the Quai De Tournelle with a magnificent view of the Seine, of Notre Dame, and of Paris. The restaurant, as far as is known, was founded in 1582 and may very well be the birthplace of the fork.



Exhibit M

"the *Jeffersonian*

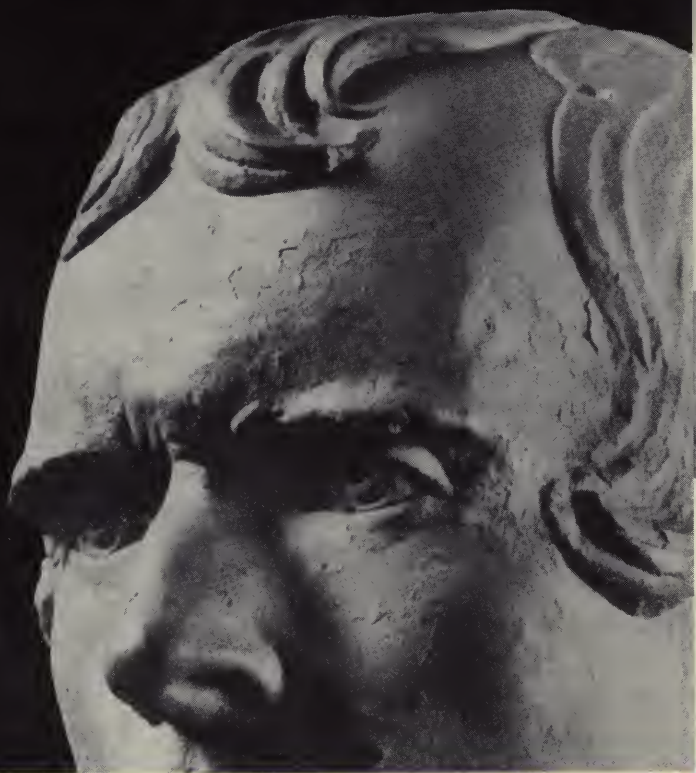
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 - 2 "The D
 - 3 "Divide
 - 4 "Light
 - 5 "The R
 - 6 "The D
 - 7 "The G
 - 8 "Freede
 - 9 "Freede
 - 10 "The U
 - 11 "To Se
 - 12 "Natur
 - 13 "What
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and Liberty"

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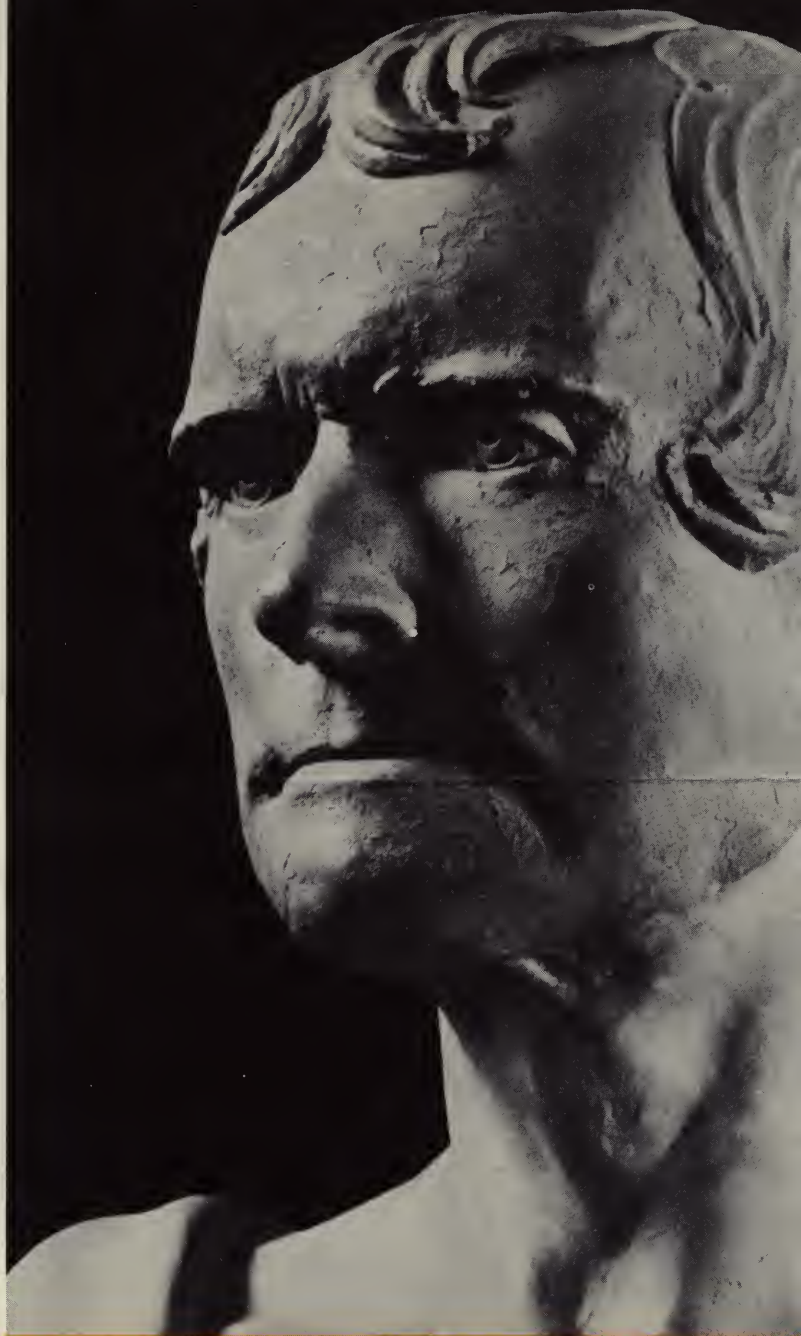
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nited States"

ecure These Rights"

e's Most Precious Gift"

the Jeffersonian
ge Means Today"



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"THE JEFFERSONIAN HERITAGE"

THE *Jeffersonian* HERITAGE

THE *Jeffersonian* HERITAGE



BEACON

DUMAS MALONE • EDITOR

EXHIBIT N

A book about

freedom —

for an age of fear . . .

THE BEACON PRESS

•

BOSTON

This book shows how it really was in the days of uncertainty when America—all alone—faced the fight for freedom. Then we were small and weak: but there were strong men. Now we are rich and strong: and our days are uncertain and fearful. Maybe we should turn back, and look, and remember. . . .

From Chapter Two: The Living Declaration

JEFFERSON: On a May day in the year 1776 I knocked upon a Philadelphia door. (*sound of knock*) (*door creaks open*)

JEFFERSON: Is this the house of Jacob Graff, the bricklayer. . . ?

MARY: It is. I am Mary Graff, his wife.

JEFFERSON: I was told there might be a parlor and bedroom which could be let to me. I seek lodgings.

MARY: Who are you?

JEFFERSON: My name is Jefferson.

MARY: What are you, Mr. Jefferson?

JEFFERSON: A delegate to the Continental Congress.

MARY: And your business there?

JEFFERSON: To promote rebellion.

MARY: Then there will be a price on your head. Why should we let you in?

JEFFERSON: Madam, do you so suspect and cross-examine everyone who knocks at your door?

MARY: These are not ordinary times. There are wild rumors and strange happenings in Philadelphia. (*pause*)

You have not answered my question.

Why should we give you lodging here?

JEFFERSON: I will pay you.

MARY: Others might pay as well or more. Lodgings are scarce in Philadelphia. You must give a better reason.

JEFFERSON: American farmers lie dead at Lexington and Concord.

* * *

GRAFF: What baggage will you bring?

JEFFERSON: Not much. John Milton, Isaac Newton, John Locke.

MARY: Oh, no, sir.

JEFFERSON: You object, Madam?

MARY: The parlor and bedroom will be let only to a single gentleman. We do not give lodging to a whole company.

JEFFERSON: Mistress Graff, what man alive is not a whole company? I am my grandfather's creed, my father's prejudice, my own dissent from each. Here I show you my baggage. Read . . .

MARY: This notebook?

JEFFERSON: Why not? Read my baggage, Madam. I believe my notes are legible.

MARY: (*reading*) "If for the people to have a king is pleaded as an act of God . . . why

should not the people's rejection of a king be pleaded also as an act of God? (*pause*) Rebellion to tyrants is obedience to God."

JEFFERSON: This last is from Dr. Franklin

GRAFF: Mary, that sounds fair enough.

JEFFERSON: Do you agree with your husband, Mistress Graff?

MARY: Possibly.

JEFFERSON: Then let us read what follows. More baggage — the sentiments of John Locke, philosopher. Begin here, Mr. Graff.

GRAFF: (*slowly*) The state of nature has a law to govern it, and reason, which is that law, teaches all mankind that being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions.

JEFFERSON: This is the sort of baggage I bring. "Man is born free and is everywhere in chains." A riddle. . . . Is there something else, Madam? I shall be happy to answer.

MARY: Do you believe in God?

JEFFERSON: Surely, Mistress Graff, this is a matter between God and me.

MARY: Hmmm. What is your denomination?

JEFFERSON: Ah. Now we have it. The vicious, poisonous, fatal query. Very well. I have no formal creed, I belong to no party . . . neither political, religious, nor philo-

sophical. If I could not go to heaven but with a party, I would not go there at all.

MARY: Be careful, Mr. Jefferson, you risk damnation.

JEFFERSON: No, Mistress Graff. I believe that God approves the open homage of reason rather than the blindfolded homage of fear and superstition. I believe — excuse me, I'm afraid I bore you.

MARY: (off) No, sir. I was thinking it might be time to make your rooms ready. I must tell you, Mr. Jefferson, you frighten me a little. You have no faith.

JEFFERSON: Then you have misunderstood me. I believe in God and have faith in reason. I have faith in truth. I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man.

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the National Association of Educational Broadcasters

The National Association of Educational Broadcasters, incorporated as a non-profit organization, is composed of institutions, school systems, groups and individuals who are engaged in non-commercial educational broadcasting through their own institutionally-owned AM, FM, or Television stations, or through the facilities of commercial stations.

Exhibit 10

"the ways of MANKIND"

"The Ways of Mankind" is produced by the NAEB under the terms of a grant from the Fund for Adult Education, established by the Ford Foundation. The grant was administered by Mr. Ralph Lowell at the direction of the Adult Education Committee of NAEB, consisting of George Probst, Director, University of Chicago Roundtable, Chairman; Richard B. Hull, Director of Station WOI-AM-FM-TV, Iowa State College; H. B. McCarty, Director of Station WHA and the Wisconsin State Network; Seymour N. Siegel, Director of Station WNYC, City of New York; Parker Wheatley, General Manager of Station WGBH, Boston. Program coordinator for all series is William Horley of Radio Station WHA, Madison, Wisconsin.





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designed with respect **FOR ALL
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Written by Lister Sinclair, Len Peterson, George Salverson, Eugene Hallman. Project supervised by PROFESSOR WALTER GOLDSCHMIDT, of the University of California, assisted by Ruth Oreck. Produced and Directed by Andrew Allan, of the Canadian Broadcasting Corporation.



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a study in language
- 2 **STAND-IN FOR A MURDERER**
a study in culture
- 3 **DESERT SOLILOQUY**
a study in education
- 4 **WHEN GREEK MEETS GREEK**
a study in values
- 5 **THE SEA LION FLIPPERS**
a study in ethics
- 6 **STICKS AND STONES**
a study in religion
- 7 **LEGEND OF THE LONG HOUSE**
a study in authority
- 8 **YOU ARE NOT ALONE**
a study of groups
- 9 **ALL THE WORLD'S A STAGE**
a study in status and role
- 10 **HOME SWEET HOME**
a study in family
- 11 **SURVIVAL**
a study in technology
- 12 **I KNOW WHAT I LIKE**
a study in art
- 13 **MUSEUM OF MAN**
a summary

the National Association of Educational Broadcasters

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NOW — *Exhibit P*
THE SECOND SERIES IN

"the ways of MANKIND"



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Written by Lister Sinclair, Charles Israel and Walter Newman. Project supervised by PROFESSOR WALTER GOLDSCHMIDT, of the University of California. Special consultants were: Colin McPhee, Professor Alfred L. Krolber of the University of California, Professor E. Adamson Hoebel of the University of Utah and Miss Claire Holt. Margaret Mead of the American Museum of Natural History advised on planning. Produced and Directed by Andrew Allan, of the Canadian Broadcasting Corporation. Music arranged by Lucio Agostini.

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- THE CASE OF THE BAMBOO-SIZED PIGS (IFUGAO)
- THE REPENTANT HORSE THIEF (CHEYENNE)
- LION BITES MAN (BA-ILA)
- THE FORBIDDEN NAME OF WEDNESDAY (ASHANTI)
- LAYING DOWN THE LAW (SUMMARY)

SERIES ON THE YUOK INDIAN CULTURE:

- THE LIFE OF A YUOK
- THE RELUCTANT SHAMAN
- THE SEA-MONSTER AND THE BRIDE
- WORLD RENEWAL

SERIES ON BALINESE CULTURE:

- THE ISLE IS FULL OF VOICES
- THE COMING OUT
- THE FIGHTING COCK REFRAIN



thirteen half hour radio programs on

Exhibit 9

THIRD

ALLERTON SEMINAR

--PUBLIC

SCHOOL

BROADCASTING

1952

REPORT ON THE THIRD ALLERTON SEMINAR

Public School Broadcasting

(The Third Allerton Seminar was held in Allerton House, Robert Allerton Park, University of Illinois, June 15-25, 1952, under the sponsorship of the National Association of Educational Broadcasters and the Kellogg Foundation.)

FOREWORD

The Third Allerton Seminar, like all seminars, represented the interaction and play of personalities upon personalities, ideas upon ideas, and work. A report of the deliberations of the Seminar cannot fully recapture the quality of the experience. A report cannot evoke the vitality of the thinking that took place. Nor can one encompass all the ideas germinated in those eleven days, for in large measure this Seminar was seminal ...a time of idea planting...and many of the ideas given nurture there are still germinating. Time and favorable climates of opinion are needed for their finest flowering. The important report on this Seminar will be the record of the things done and ideas changed as a result of it.

At the invitation of the National Association of Educational Broadcasters and the Kellogg Foundation, twenty public school educational broadcasters met at Allerton House, Robert Allerton Park, the conference center of the University of Illinois, from June 15 through June 25, 1952. Their purpose was to re-examine these basic questions: the nature of public school broadcasting, its validity in the educational process, its goals, its distinctive responsibilities and its opportunities. Superintendents of public school systems, following the pattern set by commercial radio station operators who have moved into television by adding TV technicians but largely depending on their radio staff

to make the transition, have looked to their radio educators for guidance in the new and challenging field of television. Therefore, the Allerton Seminar considered television as a natural extension of educational radio broadcasting.

Nineteen of the educators represented public school systems in the United States owning and operating radio stations as part of their instructional and informational function. The twentieth educator represented Canadian public school education. (Cf. Appendix A.) Over half of the group had used commercial television facilities for within school education, for adult education, or for programs interpreting the schools to the community. Mr. James Miles, Executive Secretary of the National Association of Educational Broadcasters, served as chairman during the Seminar. Through his efforts and those of the NAEB committee planning the Seminar, the services of seventeen consultants were made available for varying lengths of time. Appendix B lists these consultants.

Aware of the excellent work of the Second Allerton Seminar which met during June and July 1949, and accepting those of their judgments having specific value for school broadcasters, the Allerton Seminar on School Broadcasting defined their own areas of investigation and interest as those of (1) philosophy, (2) administration, (3) facilities, (4) programming, (5) production, (6) utilization and evaluation, (7) television, (8) script, and (9) foundations. The director named committees in each area and charged them to report to the Seminar. Their separate reports indicate that practical considerations dominated the thinking of the Allerton Seminar on School Broadcasting. Each committee took from the consultants those ideas which had practical application, and while not discounting theory they nevertheless tested generalizations and theories in the light of their own experiences. As a consequence this report on their deliberations should serve as a guide to educators entering the field and as a standard of comparison for those already engaged in radio and television broadcasting.

PHILOSOPHY

Human progress is inextricably linked with mass communications. The invention of movable types by Gutenberg in the middle of the fifteenth century led to the renaissance of learning and to a wider dissemination of knowledge, but the advent of radio and television offer the opportunity, only partially realized so far, to accelerate the process, and especially through television to break down the language barriers that heretofore have separated peoples. Educators must use radio and television with the same serious purpose that informs their use of textbooks, newspapers, magazines, films, classroom demonstrations, lectures, pictures and all the various devices employing sight and sound, for in this period of conflicting ideologies, radio and television are powerful forces for good or evil. Our cultural survival, our democratic way of life, in no small measure may depend upon the wise use of radio and television. Since training for effective living in our modern world is a primary purpose of education, and education may be defined as purposive communication leading toward socially approved goals, it is imperative that schools use radio and television with the same serious purpose with which they employ other teaching resources. Radio and television are not in competition with other media of instruction nor are they to be thought of as substitutes for the teacher. They provide a related supplementary learning experience that educators have long recognized as invaluable in achieving superior results, or they may be used as the dominant media, and be supplemented by other media. (This is discussed at greater length in the report on Utilization.)

The steadily increasing number of school stations indicates that American educators have recognized the importance of radio as an educational tool. In 1939 there were fewer than 30 educational stations in the United States.

At last report there were 109, more than a third of which were licensed since 1950 and mostly to public school systems. A change in pattern is noticeable in these licenses, for the trend is toward cities of medium size and toward small communities where 10 watts of power adequately serves both a school community and the host community. This encouraging growth and the special awareness of radio educators to the impact of television augur well for the use of the television channels temporarily reserved for education by the Federal Communications Commission. Nevertheless much remains to be done to interpret the function of radio and television as educational tools to educational administrators, to teachers, and to the community at large. These powerful and vivid media are two way transmitters: as originators of programs they teach both students and the adult community, and by intelligent use of tape and disc recordings and films from many sources they extend their influence even more widely; by wise use of local resources and as transmitters of programs from commercial stations, from other educational stations, from international sources, they bring the world into the classrooms and the homes of the smallest communities. Learnings which are profitable in the classroom are shared immediately with any adult who cares to flick a switch.

Ideally, educational radio and television should provide a broadcast service which

- (1) stimulates and enriches classroom instruction by developing new insight, appreciation, and understanding through dramatizations, readings, discussions, and lectures on the same subject of classroom instruction. (For example, a competent reading of Hamlet or a British Broadcasting Corporation production of it would do more to explain the art of Shakespeare than any amount of classroom explanation. Robert Frost or any competent poet or reader of poetry could establish the meaning, significance, and value of poetry more easily than the classroom teacher and perhaps more effectively. The immediacy of the communication from authority ...as from the President ...the current leading atomic physicist...the foreign statesman... lends prestige and value to a communication which may never achieve its function in print.

- (2) complements the work of the classroom teacher with methods of presentation (point #1 above) and with materials not otherwise available.
- (3) improves teaching and teaching skills.
- (4) aids in curriculum development.
- (5) affords children and young people experiences which improve communicative skills and contribute to personal and social growth.
- (6) provides opportunities for vocational training.
- (7) facilitates both the normal and emergency administrative function.
- (8) improves school and community relationships by interpreting each to the other.
- (9) presents programs which meet the needs of adult audiences.
- (10) presents programs which meet the needs of specific though limited audiences.
- (11) experiments and pioneers with new formats, new techniques, and untried areas.

The challenge to disseminate information, advance knowledge, and to effect those socially approved changes in individuals which are labeled "educational" should be accepted and discharged by the radio and television teacher more seriously than by any other type of teacher, not only because his audience is greater, but because his audience is more defenseless, perhaps lulled into false security through the identification of radio and television with entertainment. The radio-television educator, therefore, through the agency of the classroom teacher must make sure that the educative act is completed at school levels by obtaining acceptable responses from the listening group. At the non-classroom level of listening, responses are more difficult to determine, but the educational broadcaster cannot be effective unless he finds ways to survey his audiences and determine from their responses whether the educative act has taken place satisfactorily.

ADMINISTRATION

Educational radio and television, as media of instruction, cut through all departments of instruction, seek to illuminate all fields of learning, and since by their public nature they reach audiences additional to those of the classroom they have the opportunity and responsibility to inform, educate, and otherwise communicate with adult audiences. The philosophy and educational merits of the school system are so clearly revealed in radio and television broadcasts that the chief executive officer entrusted with the department of radio-television education should hold a rank coordinate with the chief educational officers immediately under the superintendent of schools so as to have easy access to the superintendent and to be able to plan effectively with other departments of instruction in making the most effective use of these mass media. Heading the department and managing a radio and/or television station is obviously a full time position. And in larger operations, immediate station management might be delegated to a full time position. And in larger operations, immediate station management might be delegated to a full time manager under the overall direction of the head of the radio-television department. School systems lacking their own radio-television facilities but using commercial facilities offer different problems, yet the volume of work involved and the public nature of that work justify a department of radio-television education under a full time head. As was pointed out under the discussion of philosophy, radio and television belong together. Both are mass media sharing many of the same technical problems, subject to many of the same rules and regulations of the Federal Communications Commission which licenses both media, and requiring many of the same arts and skills in writing and production.

Broadly stated, the chief of radio-television broadcasting has the following responsibilities:

1. He must formulate a basic educational philosophy in conjunction with the chief school administrator. He must be aware not only of the educational goals of the system but keep abreast of changing educational patterns and find ways of using the media under his direction to achieve maximal educational benefits.
2. The station manager must establish and maintain satisfactory relationships with all departments of instruction and with all groups of educational personnel to achieve curricular integration at the program planning level and at utilization levels. He should therefore be represented on all major school committees having to do with educational policies, planning, and curriculum.
3. He must establish an adequate and properly trained staff, certified in teaching when the teaching function is paramount, or certified as engineers, or in their respective fields. Ideally, all radio-television professional staff should be certified as teachers as well as in the techniques peculiar to radio and/or television. If, in addition to adult staff, student staff is employed at the level of station operation as announcers, studio supervisors, librarians, console operators, tape and disc recorders, continuity writers, or any combination of these skills, the station manager must train them to the point of competence. If high school classes in radio writing and radio production are established, the goals of education must be achieved not only for these students but also for classroom listeners. The content, program of study, and the use of student written scripts and student actors are decisions to be made by the chief of radio-television education in cooperation with the chief school administrator. However valuable the educative experience is for students participating in radio writing, production, and station operation, their use or non-use should be based objectively upon the values to classroom listeners. (The question of "professional" competence is bandied about in discussions concerning the use of students and the point is made that student actors must equal those of glossy network productions. The proponents of student actors argue that no network consistently produces radio or television series designed for classroom use, that few local stations do, and that the acting standards of those radio and television productions regularly listened to by elementary school children can easily be achieved by high school student actors properly directed. Dramatizations for high school listening are few-- chiefly because scheduling is very difficult--and the situation rarely arises of non-acceptance of a student acted radio or television drama by a secondary school audience familiar with the canons of good acting.)
4. He must keep his facilities adequate to the work at the maintenance level and must expand to meet new needs and new developments.
5. He must exercise imaginative and resourceful leadership in programming including selection, writing, production, and scheduling, keeping in mind the fact that the effect of education is greatest when it is achieved through an organized, integrated, and sequential experience.

6. He must not only use the standard and accepted techniques of evaluation, but he should constantly seek to find new evaluative techniques. (As Dr. Ben Bloom, Examiner, University of Chicago, told the Conference, "There is a very sensitive relationship between measurement and curriculum. If we can feed back to teachers what works, what makes the changes in pupils that we label educative, then teachers can teach better." The implications of this statement in reference to radio and television programming are obvious. The values are more fully discussed under Section IV, Programming, and Section VI, Utilization and Evaluation.)
7. He must coordinate his efforts not only with those of the school system but with those of the larger community within his signal pattern, including cooperation with community groups, local stations, and radio-TV networks.
8. He must develop techniques of utilization of radio and television and must train the teaching staff as a whole in their use.
9. He must publicize the radio-television services adequately through use of printed media such as regularly issued schedules of programs, through handbooks for special series and other teaching aids, through bulletins on special events or changes in schedule, through radio and television announcements, through special campaigns to build up audiences for regular or special features, through newspaper releases, through group meetings, demonstrations, speeches and any other means available or conceivable in his fertile brain.
10. He must keep abreast of new developments in the fields of radio, television, and education including participation and attendance in local, state, and national organizations working in each area.
11. He must establish standards of classroom receivers and devise means for their maintenance.
12. He must devise means of equipping classrooms with radio and television receivers, because many school systems do not equip their classrooms with new tools of learning immediately. Much of this will be done by demonstrating the educational values of these media and dramatizing the need so that mothers' clubs, parent-teacher associations, and related groups assume their historical function of supplying teaching aids in new fields. But he must never let the responsibility of the schools to equip classrooms according to the needs of modern education be shifted from the schoolboard to private agencies.
13. He must encourage the use of disc, tape, and kinescope recordings at the school and classroom level so as to serve those audiences which were unable to hear or see an original broadcast.
14. And recognizing that secondary school programs of study and schedules for the day are complex and differ from high school to high school within the same system, he must point out to the superintendent and to other school officers ways and means of achieving some degree of uniformity in scheduling, he must duplicate broadcasts when vital programs must reach all high school students and there is no possibility of changing the high school schedule, and he must seek a directive from the superintendent to require listening to a vital program in the event a subject-centered high school fails to make any effort to use radio as a tool of instruction.

FACILITIES

The members of the Third Allerton Conference agreed that to supply the greatest educational broadcast service to the classroom the school system should operate its own radio station and its own television station. This report does not treat the TV problem adequately because no participant was operating an educational TV station, though many were using commercial facilities for broadcasting TV programs. For the television recommendations it suggests a study of the reports on the subject issued by the Joint Committee on Educational Television; by the American Council on Education, A Television Policy for Education by Carroll V. Newson, Editor; by the National Citizens Committee for Educational Broadcasters, by the U.S. Office of Education-Radio-Television Division; and by the Association for Education Radio and Television. A brief series of recommendations of a general nature is included, for the experience in establishing a radio station should also serve as a general guide to establishing a television station. Any new radio station should modify these recommendations with television in mind.

An important conclusion from the discussion was that the size and arrangement of an educational radio station depended upon the individual problem: how much space was available, the size of the appropriation, the kind of equipment, the size of the staff, and experience of the staff with broadcast problems. From a survey of the Seminar participants adequate and properly arranged space was found to be the primary factor in planning studios, control rooms, and office. The quality of the station equipment and the amount of such equipment were next in order of importance. In considering the suggestions following, it should be kept in mind that each situation offers a somewhat different problem and demands individual planning.

A. Planning Space

1. General Recommendations

- a. Centralize the station's quarters in the school community
 1. in the central administration building
 2. in a centrally located school.
- b. If in a school building, establish its separate identity from the school and arrange entrances and exits to avoid conflict with the general activity of the school.
- c. Provide for expansion of studios, control rooms, offices and storage by reserving more space than you need immediately.

2. Control Rooms and Studios

- a. Start with at least 2 fairly large studios each with its own control room and console.
- b. A third studio and control room is desirable for rehearsal.
- c. Establish a direct route between each studio and its control room.
- d. Provide an audition room (sometimes the transcription library room is used) for hearing tapes and transcriptions separate from other studio operations.
- e. Provide a separate room for class work, staff and student staff, writers' workshop, or committee work.
- f. Provide adequate sound absorption treatment of floors, walls, and ceilings in studios, control rooms, rehearsal rooms, transcription and auditing rooms.
- g. Provide sound locks for all live or potentially live studios.
- h. Provide adequate heating, ventilating, and air conditioning when the studios are first planned; making sure that no motors or mechanisms interfere with studio and control room operations. Storage of tapes requires an equable temperature and controlled moisture--plan for it in your transcription library room.
- i. Provide for an adequate number of conduits, receptacles, and for proper lighting in each area according to its use.

3. Storage Space

Adequate storage space is important both for equipment and transcriptions. A room for a transcription library may double as an

audition room, but storage space immediately adjacent to studios should be provided for microphones, sound effects, music racks, collapsible chairs, etc. The diagrams hereafter shown indicate some arrangements.

4. Offices

Offices should be separate from studio space, but preferably adjacent. Private offices should be provided for as many key personnel as possible. And secretarial and clerical staff should be supplied for the radio station exclusively.

5. Miscellaneous

- a. Adequate cloakroom space for personnel and visitors.
- b. Independent outside entrance and parking space.

B. Planning Equipment Facilities

1. Transmission Equipment

There can be no specific recommendation on transmission equipment. Each community offers a somewhat different problem which must be solved by the consulting engineer employed. The power of the transmitter, the height of the tower, and related problems, as well as the engineering involved must meet the standards established by the Federal Communications Commission. In general it is recommended that a low power unit be capable of acting as exciter unit for a station of greater power to provide for growth. In general it is recommended that transmission and studio facilities be located in a building permitting expansion both of radio and television facilities.

2. Studio Equipment

It must be remembered that the following recommendations are tentative. They are based upon a survey of present equipment. The survey did not seek to find out whether the amount of equipment was considered adequate.

"Cheap" equipment cannot be recommended. Success in broadcasting depends upon the quality of the transmission equipment, its performance standards, its signal quality, as well as program quality. Engineering advice should be sought when purchasing; standard professional equipment or its approved equal should be specified.

a. Microphones

The number ranged from 4 to 13 per station. The average was 7, the mode 8. The types most mentioned were:

- RCA 44 BX (Velocity)
- RCA 77 D (Polydirectional)
- RCA 88 A (Pressure)
- RCA 74 B (Velocity)
- Western Electric 639-A (Cardiod)
- Western Electric (Dynamic)
- Western Electric 630-A (Eight-ball)

- b. Sound Trucks.
Most school stations reported only one sound truck, filter equipped.

- c. Most stations have either a piano or a Hammond organ.

3. Control Room Equipment

- a. School stations in survey reported the use of consoles with from 2 to 6 inputs, and the types most mentioned were Western Electric, RCA-76 B 4, and Gates.
- b. Turntables are reported as 1 to 7 per station; the average number is 3. Some stations besides using turntables in the control room, use them at the transmitter, for audition purposes solely, and in studios. RCA and General Electric are most frequently listed.
- c. Turntables should be capable of playing all sizes of laterally and vertically cut disc recordings at 78, 33 1/3, Long Playing 33 1/3, and 45 rpm.
- d. Disc recorders. Of the stations surveyed, six had 1 disc recorder, five had 2. Makes were RCA, Presto, Scully, and Fairchild.
- e. Tape recorders. The number of tape recorders per stations ranges from 1 to 6, most stations having 2, though the mean is 3. All stations agree that 2 tape recorders are necessary for minimal functioning, and that 4 to 6 are ideal. An additional one or two portable tape recorders are recommended for remote use.

Makes in service are:

Magnecorder (PT 6 J).....	10 stations
Brush Sound Mirror.....	4 stations
Webster.....	2 stations
Pentron.....	1 station

4. Transcription Library Equipment

To store 16" and 12" disc transcriptions it is advisable to purchase storage racks provided with pivoted envelope cases. There are several suppliers.

As mentioned before, storing tapes for a period of time requires a control temperature and controlled moisture. In addition a cabinet permitting them to stand upright is desirable.

Playback facilities should be provided for both disc and tape recordings at this point.

5. Remote Equipment

Many stations have remote equipment in the form of portable recorders, disc and tape. One station has ordered mobile relay equipment. Still others have booths and direct telephone lines to such places as the gymnasium, the athletic field, the band room, the auditorium, the board room.

6. Miscellaneous Equipment

Several stations subscribe to a transcription service. Two stations subscribe to a news service via teletype.

C. Planning Reception Facilities

The acquisition of an adequate number of classroom radios is part of adequate planning for school broadcasting. There has been no common procedure. Obviously, however, there must be no difficulty encountered in obtaining a radio nor any difficulty in hearing the broadcast, else the classroom teacher cannot be expected to use radio as an educational tool. That means an adequate number of radios--ideally one for each classroom--of high quality.

Some systems report purchases by the administration, but most report devious ways of obtaining classroom sets. Schools use school funds raised by the student body, by mothers' club and parent-teacher activities, or receive them as gifts. Logically it is the obligation of the school system which establishes a radio station to pay for the receivers to make the broadcasts worthwhile.

But whatever the source of the funds for their purchase, they should be approved by the director of radio education as acceptable for classroom use. Radio receivers must be capable of reproducing the quality inherent in FM broadcasting without distortion and in sufficient volume to be heard without effort in the classroom.

Centralized sound systems, especially in large schools, are being used. In general the individual classroom receiver is superior to a centralized sound system both for quality of reception and for ease in selecting the wanted materials of instruction. First of all, a central sound system uses a wall type speaker with a limited audio range quite adequate for public address and AM broadcasts, but not at all adequate in reproducing the FM frequencies of sound. Unless a high fidelity speaker is used, the separate FM radio for each classroom is preferable. Then, too, problems of administration militate against the happy use of a central sound system. Arrangements must be made in advance with the central office to turn on the program. If the central office fails to remember the broadcast there is a sense of frustration. One or two disappointments and interest in using radio as a classroom tool is dissipated.

Because high school schedules do not conform to the broadcast schedule, and vice versa, some schools record programs on tape recorders and broadcast them over the public address system or use them at the specific class level.

D. Servicing Facilities

It is important to the continued use of radio as an educational tool that the radio receiver be kept operating satisfactorily.

It may be serviced by staff service personnel, by contracted commercial personnel, or by vocational students. Whatever the arrangement it must provide fast and satisfactory repairs, and it must be routed through the office of the director of radio education.

With the advent of television and the probability of many classroom receivers, it would be well to consider establishing staff service personnel to maintain and repair radio and television sets.

PROGRAMMING

Programming may be defined as the selection of programs to fill the broadcast day, week, and year of the educational radio or television station. Good programming, however, is more than filling the time slots in fifteen, thirty, or sixty minute segments. It is at the level of programming that the practical application of the philosophy, ideals, and high purposes of the educational station are revealed. Selection of suitable programs is not the relatively passive shuffling of available materials to coincide with the classroom subjects and hours; rather, it is a matter of constant examination of the expressed needs and wants and the unexpressed, unfelt needs or wants of the educational system and then creating the program that satisfies those needs or finding one from an outside source that satisfies those needs.

Answering the expressed needs is not especially easy, but genuine educational leadership is required to determine what unfelt needs exist and how best to dramatize them and satisfy them. For example, Professors Bloom and Smythe, consultants at the Allerton Conference both discussed evidence indicating that throughout the country "authoritarian men" are developing, men with a rigid pattern of personality revealing a tendency to think alike, a tremendous fear of the world and a desire to narrow its limits, a hostility to new ideas, persons, and minority groups which may be threatening, a desire to get closure under all conditions, a desire for an authority to define the world rather than self-realization, an avoidance of any challenge of ideas or the free interplay of ideas, a fear of new learning situations, and a tendency to demand answers from teachers by the lecture method rather than by independent solution. An informed educational radio programmer would determine whether

Ben Bloom, Examiner's Office, U. of Chicago, and Dallas W. Smythe, Professor of Economics, U. of Illinois.

this pattern of authoritarianism was to be found in his school system or in his adult community, and if it were present, would then originate a program that would help to correct the defect, or seek a program from other sources.¹

¹Various speakers at the Allerton Seminar presented insights that revealed unfelt wants, or felt wants not verbalized. The Foundation Committee Report, q.v., suggests programs to be done with foundation aid to satisfy certain of the needs.

Necessarily the radio station cannot operate in a vacuum, nor can it single-handedly solve the problems of the whole school system. But it can dramatize the need, and pose the problem, and fire the imaginations of others to effect desirable changes.

The expressed needs of the school system and school community are determined in a variety of ways and may be funneled to the radio station in a variety of organizational patterns. They may come from the administrators, teachers, students and parent groups. Subject supervisors may be responsible for decisions to use radio as an educational adjunct. A radio committee with representatives from each school or each area of instruction may be the device employed. A curriculum committee may be the source. But for most satisfactory results in educational programming (and in classroom teacher acceptance of radio programs) there should be group planning representing the teaching, supervisory, and broadcast functions.

Programs to satisfy both the expressed and unexpressed needs of the teaching function may be obtained in two ways: first, by planning, writing and producing the series at local levels, or, second, by obtaining either scripts or transcribed series available from other sources such as other school stations, the National Association of Educational Broadcasters, the United States Office

of Education Script and Exchange Service, from governmental agencies, from commercial stations and networks, from the radio transcription services of foreign countries such as the French Broadcasting System of North America.

Community resources should be explored for aids in programming. Some of the groups which may be able to contribute a rich program service include little theatre groups, university faculty and students, musical organizations, social service agencies, medical and bar associations, service clubs, governmental units, museums, libraries, safety organizations, and newspapers.

Programs originated by the school system can be tailored to the exact needs of the schools. The problems posed by them in writing and producing are treated more fully under Production. At the programming level, the decision must be made as to whether to broadcast them live (and recording for rebroadcast from the air) or to record them before broadcasting. Live broadcasts requiring rehearsal at the studios may tie up studio facilities and when that is true, transcribed programs must be scheduled during the rehearsal period. Pre-recorded programs offer no broadcast problem, although they may introduce other problems such as assembling casts at periods other than the broadcast day if equipment and staff are limited.

All programs designed for school use besides filling an educational need should be selected with these criteria in mind:

1. Do they help the teacher to be more effective?
2. Do they have a rational plan and purpose?
3. Do they advance the learning process progressively?
4. Do they possess some degree of continuity?
5. Do they pose problems and indicate techniques of solution?

6. Do they provide some synthesis of understanding?
7. Do they help the individual to understand himself in relation to the whole community?
8. Are they broadcast regularly?
9. Are they equal to other teaching aids?
10. Are they artistically satisfactory?
11. If recorded, are the recordings technically satisfactory?
12. Do they enrich and supplement the course of study?

Each program director establishes the standards of his station by the wise selection of materials. It is wiser to broadcast a few hours of good programs than to broadcast a full day's schedule by eking out the broadcast schedule with programs of indifferent quality.

Once live and transcribed programs are available their actual time-slot in the day's program must be determined. The time needs of the classes using the broadcasts is then of first importance. Local schedules differ and generalizations can not be made that would apply to all school systems, but these suggestions grow out of group experience:

1. For primary grades the program may be profitably shorter than fifteen minutes, but not much longer.
2. Establish a time and day slot and keep it.
3. Avoid adjacent scheduling of elementary school programs if there is a known shortage of classroom receivers and time must be allowed for shifting them from one grade to another. Music interludes might be employed between programs to allow for shifting.
4. Equalize the number of programs for each grade level. It might be unwise to offer three lower elementary programs per week and none or one for upper elementary classes, and vice versa.
5. Consider the listening problem at the school level and re-broadcast as necessary to reach those classes varying from the standard schedule.

6. To make effective use of radio the teacher should have time before the broadcast for preparation of the class and time after the broadcast for follow-up activities. Therefore programs for the same grade or subject level should not be adjacent to one another, nor should they be scheduled for the very first or very last period of the school day.
7. Determine the frequency of broadcasts in a series according to local needs. While the once-a-week program in a series is standard, variations may be desirable.

If departmentalized instruction is offered in the junior high as it is at the high school levels, program scheduling becomes exceedingly difficult. If the scheduling needs of the radio station and the schools cannot be reconciled by a uniform bell schedule for all junior high schools, and a uniform bell schedule for all senior high schools, synchronization of broadcasts with class periods will be haphazard. It will be wasteful, too, if classes in the same subject meet at differing hours of the day, for saturation would require a broadcast for every class in every subject. Practically such broadcasting would be as impossible and undesirable as it would be administratively impracticable and undesirable to require departmentalized schools of the same type to offer the same classes at the same periods of the day regardless of whether enrollment warranted it. Whatever degree of uniformity could be obtained, however, would simplify the task of scheduling radio programs to provide maximum value. It is true that schools equipped with tape recorders could record any programs of interest and make them available to the classroom teacher. Implicit in every aspect of programming is the close relationship between programming and the classroom: each must supplement the other, there is a mutual dependence.

Although programming for classroom use is the primary obligation of the public school station, there is an obligation to provide for the needs of the adult community as much as possible. All school stations through organizational

contacts will have many programs offered to them of tremendous educational value for adult listeners. Not to broadcast such programs as People Under Communism, The Jeffersonian Heritage, The Ways of Mankind, Voices of Europe, BBC World Theatre, Music for the Connoisseur and similar programs available through membership in the National Association of Educational Broadcasters simply because they do not apply strictly to any specific unit of instruction would be extremely shortsighted. All of these may require high school students to stretch mentally to understand them fully, but adult audiences sharing in these tremendous listening experiences would justify their use on a school station. Then, too, school programming must recognize the station's obligation as part of the whole community to perform those community services expected of mass media: announcements, special programs of community interest, participation in U.S. Treasury saving bonds promotions, Veterans' Administration informational service, polio campaigns, and all kindred community interests.

The problems of copyright on music, music drama, drama, material for oral delivery such as sermons and addresses, other literary materials (novels, short stories, articles, poetry, jokes, etc.), and program ideas confront the program director constantly. The road through the dark forest of legal growths protecting the publisher rather than the original creator, the author or composer, was illuminated for the members of the Third Allerton Seminar by the talk of Fredrick S. Siebert, Director of the School of Journalism and Communications, University of Illinois. Appendix C contains a summary of his important statements on the subject.

Television Programming

The same standards of programming apply to television as to radio except for differences in selection based on peculiarities of the media. In general those

areas requiring sight as well as sound should employ television. For example, the University of Chicago* made transcriptions of the Peoria Riot including

*Ben Bloom, Examiner's Office, University of Chicago, Report in Allerton Seminar, June 19, 1952.

conversations with people who were witnesses or participants. Tests revealed that 98% rather than the usual 60% of the thought processes of the listeners were overtly tuned to what was going on. Obviously radio would be the proper medium for this wholly verbal program. Dr. Bloom cited the United States Army film on venereal disease which was recalled for revision when it was discovered that the incidence of venereal disease increased after showing the film, rather than lessened. The visual cues were stronger than the aural -- the actress cast as the prostitute was provocatively beautiful. Perhaps the fault lay in casting; perhaps the same script over radio with an actress possessed of a seductively beautiful voice in the role of the prostitute might have produced the same bad effect. But in programming consider whether radio or television can convey your message more effectively and choose your medium accordingly. On the evidence of a one hour lecture followed by discussion the Examiner's Office of the University of Chicago found that by reproducing major sound and visual cues they could achieve almost total recall both overt and covert. But the experiment also showed that sound cues were more effective than sight cues; within 48 hours there was a 95-98% accurate recall and within 16 days a 65% recall of things susceptible of checking. Visual cues were not effective because students were seeing different things: the need of a shave, the reflections of light on the balding brow of the instructor and other erratic visual associations. In other words the viewer selects from the total picture those things of interest to him.

Again in music there is a choice to be made depending upon purpose. For recognition of the instruments and voices of the orchestra, a film or television identifying the instrument and the tone it produces and identifying the sections of the orchestra and their functions would be very satisfactory. For music appreciation tonal quality is the first consideration and for that reason the superior technical transmission of sound on the FM radio band makes radio preferable. Again, visual cues of an orchestra as the camera sweeps over the players may detract from the enjoyment of music as an absolute.

In large measure the choice of radio or television as the educational medium depends on the listeners or viewers. If they need concrete experiences to understand abstract ideas, give them television. If "island" is the abstraction, then show them many islands to make a fully effective learning situation. If verbalization is satisfactory, use it. The learner must make the jump between subjects, must make the proper associations, inferences and judgments. If your educational goals are fully achieved by the medium employed then it is probably satisfactory. For example, the University of Wisconsin's Let's Draw series is a highly successful radio program. Professor James A. Schwalbach, the originator of the series, thinks some things are done better on radio than on television because there is the danger that if drawings or patterns are shown on TV, the drawings turned in by student viewers will be imitative. Craft programs requiring step by step development of processes can profit from television.

As in radio programming a few well done programs should be preferred to many poorly done. And as in radio, many errors may be removed before the actual broadcast by recording and editing on kinescopes.

The section dealing with television contains further suggestions pertinent to programming.

PRODUCTION

Standards

Any radio or TV production regardless of source and type is a challenge to achieve the highest artistic standards of production. The standards observed by an educational broadcasting station should constitute its proudest possession. If these are established and maintained at a high level, the reward in recognition, listening, and appreciation can be great. In the consideration of programming the observation was made that quantity is no excuse for lack of quality--it will bear repeating. A fewer number of productions with a greater measure of all-around achievement is more desirable than many shoddy ones.

Formats

The program format is the means by which the radio and television program transmits ideas, thoughts, facts, opinions, and emotions. Just as the painter uses different techniques to achieve the desired effects on canvas, so the educational broadcaster must exercise judgment and discrimination in the selection of format. The proper format enhances the transmission of ideas and contributes to the emotional and artistic effectiveness of the program; a poor format detracts from it and may even render it ineffective.

There are certain limitations imposed upon formats by the station itself.

Chief among these are:

1. physical facilities of the plant,
2. size and abilities of the staff,
3. production budget,
4. purposes for which the station is used, and
5. available talent.

In any educational station such limitations should be considered not as permanent but as temporary obstacles to the achievement of the greatest

potentialities of the media, within the framework of the philosophy and purposes of the station.

Among the more common formats used in radio are talks, interviews, discussions, quizzes, on-the-spot reporting, audience participation, narration, dramatic narration, dramatization and any combination of these formats. To the radio formats television has added films, pictures, models, slides, and other projections and demonstrations.

The choice of proper format is not easily made. Considerations that influence the selection are:

1. station facilities and limitations,
2. age level of audience,
3. type of expected audience, and
4. purposes of the program. (Cf., UTILIZATION AND EVALUATION)

In general, formats must stay within station limitations. A simply produced program well done, with a clear script line and simple microphone format, is superior in every respect to the more ambitious effort which leaves the listener feeling that the program has been striving for something just beyond its grasp. The educational broadcaster should weigh all factors to determine which format will achieve the purposes of the program most effectively.

The educational television broadcaster is challenged to develop new and original formats, for commercial television is still struggling under the superimposed techniques of radio, stage, and screen. Television is a new and in many respects different medium with its own peculiar problems, limitations, and possibilities. Therefore, educational broadcasters must bring their

special knowledge, experience, background, and imagination to the creation of formats that will fully realize the revolutionary potentialities of television not only as a new medium of mass communication but as a new and potent tool for education. Recommendation: Successful educational formats developed through experimentation and proved in practice should be filed with NAEB and JCET.

Writing:

Writing for educational radio and television must not only satisfy the standards of good writing but it must also observe the standards of the media involved. First of all it must be based on a thorough understanding of sound educational theory and practice. But most important -- it must capture an audience and hold it and contribute its full share of those changes in the listeners which are termed educational. This is a large order.

Some school systems may find within their own ranks potential authors and writers who will find radio and television writing an outlet. These are ideal discoveries because often within a single person all essentials are combined. Otherwise it is necessary for the educator to chart goals, outline teaching steps, and to edit carefully any script produced by the writer, professional or otherwise, who is not a teacher. Other school systems may find teachers within their ranks who can be developed into good writers...dramatics, speech, journalism, and English are perhaps the most fruitful fields in which such teachers may be found. Successful teachers who use creative play techniques are also likely candidates. Radio and television writing is helped by a touch of genius, but like most writing it is achieved by an understanding of the desired goals, by a willingness to experiment and to revise, and by the expenditure of considerable energy and imagination. The classroom teacher with adequate study and training can contribute a great deal and can work very effectively into radio and television writing, for these media are largely mechanical extensions of the communicative arts already successfully employed in the classroom.

Classes in radio and television writing may be established in a school system at the secondary level, either independently or as part of a workshop. Necessarily the objectives of the school system and the particular department of instruction must be observed, but under proper direction and guidance the needs of both broadcasting and education can be met. At the same time the script students have had a valuable learning experience. Adaptations of short stories, dramas, and novels are well within the range of high school students and the gifted teacher can achieve scripts of professional quality.

Writing for educational radio and television has not been fully explored. New techniques...new variations of older forms...the constant quest for the right word...the telling dramatic statement...all serve to keep interest in writing at a high level.

Talent

For our purpose talent may be defined as the actor or speaker to whom is entrusted the responsibility for breathing proper life into script and evoking at the highest level the message or communication values of the script. In other words talent must meet the standards previously set forth. Although the use of professional talent is highly desirable, the majority of school radio and television stations will be forced to use local talent: school or community. Talent from high school classes or workshops may be used if it approximates professional quality. But the schools are not limited to the use of talent within their ranks. They may levy upon the resources of the community at large. For example, most communities include adults with some experience in college or community theaters who might welcome the opportunity to participate in radio and television productions. Through evening classes or workshops in acting and production this adult talent can be trained for effective use in educational programs.

The use of educational staff members on television, in nondramatic formats, offers a special problem. The excellent teacher, or even the physically attractive one, is not necessarily best for television use. The teacher chosen must have a personality which projects itself warmly and easily and acceptably and portrays the modern teacher as a well-informed, well-adjusted person ideally equipped to stand in loco parentis. The ideal television teacher is poised and seemingly at ease, is quick in recognizing an emergency and adjusting to it, and possesses the sense of showmanship essential to good teaching.

UTILIZATION AND EVALUATION

Since radio and television are recognized as being two of the most challenging tools of instruction, it is important that they be used wisely. Progress has been made in other areas connected with these powerful media, but it is felt that the area of skillful utilization is one which needs much exploration and development. It is recognized that in the final analysis the teacher determines the successful utilization of these media.

I. Effective utilization of these media includes:

- A. Selection of the broadcast, based on the needs of the specific group who will use it.
- B. Study by the teacher of the guide sheets describing the individual programs.
- C. Preparation of the class and the classroom for this learning experience with the same care as for other learning experiences.
- D. Adaptation, not adoption, by the teacher of all suggested broadcast preparation activities, including those for follow-up at the program's conclusion.
- E. Guidance of out-of-school listening and viewing, with the objective of helping to build in young people critical tastes and discrimination in both areas.

II. Teacher Training

Inherent in the problem of insuring skillful utilization is the training of the teacher. This is accomplished at two levels of training: (A) pre-service, and (B) in-service.

A. Pre-service Training

Courses in the use of specific audio-visual materials alone are not enough. It is strongly recommended that the professors and teachers in all subject area courses in our teacher training institutions and colleges of education make wide and varied use of such media in their courses.

B. In-service Training

Suggestions for helping teachers in this area include:

1. Demonstrations by
 - a. Station personnel
 - b. Teachers
 - c. General curriculum consultants
2. Workshops by personnel suggested above
3. Broadcasts of school coordinators' meetings
4. Bulletin helps for teachers
5. General curriculum consultants' help
6. Graduate-level courses

III. Evaluation Procedures Imperative

Research shows that some system of continuous evaluation of the school program is necessary to determine to what extent the educational aims and objectives of the school system are being realized. Radio and television should be subject to, and participate in, the same continuous process of evaluation, for it is not sufficient for the teacher to select broadcasts for school use simply because their expressed aims and objectives seem to coincide with those of other prescribed learning experiences for a particular group of children. The radio and television broadcaster needs to know positively whether the desired educational changes are taking place and whether the full potentials of his programs are being realized. Only through the continuing use of evaluation can educational tools be re-shaped and sharpened to serve their purposes.

Instruments of evaluation can be constructed by station personnel in cooperation with general curriculum consultants, in the light of aims and objectives. Ben Bloom, Examiner's Office, University of Chicago, suggests the following steps:

1. Provide for evaluation in your budget.

2. Select certain series of programs which you believe will produce real educational changes in pupils.
3. Take one series for a particular range of grades, deciding how many would be a sufficient sample. Involve four classrooms in the evaluation project. Use observations and ratings. Ask two groups to listen, two groups not to listen.
4. Design studies, pulling in various combinations of teachers and classes. Pull all of the variables out of the learning experience. Prepare tests-written, oral, standard stimulus, objective evaluation; questionnaires; records of activities; objective examination by outsiders; and interviews-casual, psychiatric, focused or unfocused.
5. Define your objectives: Ask yourself: What are the changes?
 - a. Do the pupils read more widely than before?
 - b. Do they ask more questions than before?
 - c. Do they synthesize their experiences?
6. Compare the results of the two groups listening with those of the two groups not listening.

Necessarily the purposes of education are those of your particular institution and they must be explicitly and clearly defined for the collection of evidence to have much significance. But through proper instruments of evaluation the nature and quality of response to broadcasts can be determined; and this information is more vital educationally than merely knowing that a mass audience exists.

TELEVISION

I. Philosophy

Television, the newest addition to the mass media of communication, is a most potent instrument for instruction and enlightenment. Its potentialities for informing and promoting understanding, and for raising standards of appreciation are very great. Television combines the assets of other media with the factors of immediacy and mass simultaneous viewing. It is truly an instrument by which man can come to know and understand the world around him. Paul Walker,

Chairman of the Federal Communications Commission says, "It is challenging! It is revolutionary! This new element will have to be reckoned with in all deliberations of American educators from now on."

The specific uses of television, both in and out of school, have been referred to in reports under Programming, Production and Utilization. It should be pointed out that in the classroom television replaces no existing aid but adds a new one for the teacher. The general uses of television are:

A. In School

1. instruction
2. enrichment
3. training opportunities

B. Out-of-School

1. adult education. Formal-with or without credit
2. general educational--informal
3. community service

II. How to Begin

It must be strongly re-emphasized that the two hundred and forty-two channels reserved for education are for a period of one year only. After June 1, 1953, anyone may petition the Commission to change an educational assignment to a commercial assignment.

A first step for any educational organization contemplating operation of educational television facilities should be to request aid and information from the Joint Committee for Educational Television, 1785 Massachusetts Avenue, N.W., Washington, D. C. The JCET is equipped and stands ready to provide such groups with authoritative, up-to-date information and the services of consultants in the three areas of:

1. methods of financing and legal advice
2. engineering
3. programming sources

All educational institutions in an area have equal rights to petition for the educational television channel assigned to that area.

In general, there are three methods of organization for obtaining educational stations:

1. Parent Institution Type:
 - a. one institution files for license and operates the station
 - b. co-operating institutions have access to facilities
2. New Legal Entity Type?
 - a. member institutions form council or foundation and incorporate
 - b. council holds license and operates station
3. State Network --- planned and financed by the State

Costs vary so widely with the purposes and proposed facilities that any general figures may be misleading. It is recommended that JCET is in the best position to supply cost estimates in terms of local conditions. Possible sources of financing include:

1. Public Tax Moneys
2. Participating Institutions
3. Private Endowments

III. Operation

A. Training and experience.

During the planning and construction period of the educational television station, training and experience in production is important. Where a closed circuit production and training center can be set up in advance

of a television station, it can also backlog kinescopes for broadcast when the station begins operation. Since this equipment is incorporated into necessary station equipment, this is a practical procedure.

Using time offered on commercial television stations provides groups with an opportunity to gain experience by presenting and utilizing programs.

B. Personnel

Improvement in educational programming will be one of the greatest responsibilities of the educator and the educational broadcaster. To ensure that the purposes of education are fulfilled, trained personnel is necessary. Because of this, it is essential that those responsible for this operation have successful experience in education or educational broadcasting, and preferably in both. Additional staff positions may be filled by qualified educational personnel, and in some stations there will be opportunities for student participation at the operational level. If necessary, a station should start on a limited schedule with a few good programs. It may expand its services as rapidly as continuance of high quality will permit.

IV. Recommendation

It is considered important that kinescopes of outstanding programs of different types be made available for demonstration purposes in areas in which attempts are being made to establish educational television stations. A list of these sources should be filed with both JCET and NAEB.

SCRIPT

One of the problems facing educational broadcasting is the preparation of worthy scripts for programs designed to achieve the objectives of education in elementary and secondary schools. Since the planning, research and writing of scripts demands many work hours and since so many have common educational objectives, some definite plans should be formulated to exchange materials, publicize script sources, encourage participation in script contests that result in publication of scripts in the public domain, and set up plans to encourage organizations to use funds for preparation of scripts in designated areas.

The warm response of broadcasters to the NAEB tape service demonstrates the value of co-operative effort on the part of educational broadcasters.

In view of the great need in this area it is suggested that:

1. NAEB publish a list of all available sources of scripts that are not restricted in use. This should include organizations such as the Office of Education, Public Service Agencies and books and magazines containing non-royalty scripts. Sources for scripts useful for study purposes should be listed separately.
2. Educational Broadcasters encourage participation in writing projects such as Scholastic Awards, Payne Awards, AER Script Contest and similar projects that are the sources of non-royalty scripts.
3. Individual members of the NAEB assume the responsibility of sending to a designated center samples of what they consider good examples of discussion, interview, quiz and dramatic scripts for radio and/or T.V. to serve as standards for presentation of these types of broadcasts. It is suggested that these scripts be stenographic transcriptions of broadcasts.
4. NAEB set up an Advisory Study Committee which shall have the responsibility of collecting, screening and selecting scripts suitable for use by many educational stations. The committee shall suggest plans for distribution of copies of scripts to NAEB members.
5. NAEB be encouraged to set up plans for the development of documentary scripts that would be of vital use to educational broadcasters for

observance of special days, or significant events. It is suggested that top writers in the field of radio and/or T.V. be requested to offer their talents for this purpose.

6. NAEB provide an opportunity for writers to meet for an exchange of ideas and techniques. The consultants should be talented, experienced writers in the field of broadcasts for elementary and secondary schools, psychologists in this area, and other experts, notably teachers and educational philosophers.

APPENDIX A

ALLERTON ATTENDEES

- Mr. Edwin Barrett, KSDS, San Diego City Schools, 825 Union St., San Diego 1, Calif.--Home Address: 3420 Trumbell St., San Diego 6, Calif.
- Mr. Haskell Boyter, Station WABE, Board of Education, 14th Floor, City Hall, Atlanta, Ga.
- Mr. M. McCabe Day, Director, Audio-Visual Center, Station WWSH, School City of Huntington, Huntington, Indiana.
- Miss Marguerite Fleming, Director, Station KSLH, 1517 S. Theresa Ave., St. Louis, Mo.
- Miss Patricia Green, Station KBPS, 546 N.E. 12th Ave., Portland, Oregon.
- Mr. Worthington Gregory, Station WSHS, Sewanhaka High School, Floral Park, New York.
- Miss Ola B. Hiller, Director of Radio Education, Flint Public Schools, Flint, Mich.
- Mr. George Jennings, Station WBEZ, Board of Education, 228 N. LaSalle St., Chicago, Ill.
- Mr. Dale F. Keller, Director, Audio-Visual Education, Station WGFS, Greensboro Public Schools, 501 Asheboro St., Greensboro, N. Car.
- Mr. Merle Kimball, Station WTOY, Board of Education, Tacoma, Wash.
- Mrs. Dorothy Klock, Station WNYE, Board of Education, 29 Fort Greene Place, Brooklyn, New York.
- Mr. Harry D. Lamb, Station WTDS, Toledo Public Schools, 1901 W. Central Ave., Toledo 6, Ohio
- Mrs. Kay Lardie, Station WDTR, 9345 Lawton Ave., Detroit 6, Mich.
- Mr. John C. Maier, Director, Station WWHI, Wilson Jr. High School, Muncie, Ind.
- Miss Gertrude McCance, Dept. of Education, Province of Manitoba, Winnipeg, Canada.
- Miss Juanita Rucker, Station WYSN, New Castle-Henry Township High School, New Castle, Indiana.
- Mr. Clifton F. Schropp, Director, Audio-Visual Education, Des Moines Public Schools, KDPS, 629 Third St., Des Moines, Iowa.

APPENDIX A (Continued)

Mr. Jay Stillinger, Station WBOE, Board of Education, Cleveland, Ohio.

Mrs. Elaine Tucker, Program Director, Station KOKH, Classen High School, Oklahoma City, Oklahoma.

Mr. D. P. Whitley, Principal, Station WHPS, High Point High School, High Point, N. Carolina.

COMMITTEES

- I. PHILOSOPHY -- Schropp, Hiller, McCance, and Macandrew
- II. ADMINISTRATION -- Iardie, Boyter, Maier, and Jennings
- III. FACILITIES -- Day, Kimball, and Gaines
- IV. PROGRAMMING -- Fleming, Stillinger, Tucker, and Whitley
- V. PRODUCTION -- Lamb, Klock, Gregory, and Rucker
- VI. UTILIZATION AND EVALUATION -- Fleming, Day, and Green
- VII. TELEVISION -- Fleming, Stillinger, Green, and Greogry
- VIII. SCRIPT - Iardie, Boyter, and Barrett
- IX. FOUNDATIONS -- Lamb, Hiller, and McCarty

APPENDIX B

CONSULTANTS

Alvin Gaines -- Station WABE
James Macandrew -- Station WNYE
H. B. McCarty -- Station WHA
I. Keith Tyler -- Ohio State University

ONE-DAY CONSULTANTS

Benjamin Bloom -- Examiner's Office, University of Chicago
Vernon Fryburger, Asst. Prof. of Journalism and Communications,
University of Illinois
Martha Gable -- TV Co-ordinator, Philadelphia Public Schools
B. Y. Glassberg -- Station KSLH
Harold Hand -- Prof. of Education, University of Illinois
Robert Hudson -- Director of Broadcasting, University of Illinois
Gordon Hullfish -- Ohio State University
Wilbur Schramm -- Dean of Division of Communications, University of Illinois
James A. Schwalbach -- Station WHA
Fredrick Siebert, Dir. of School of Journalism and Communications, University
of Illinois
Dallad W. Smythe -- Res. Prof., Institute of Communications Research, University
of Illinois
John D. Whitney -- Station KSLH

APPENDIX C

COPYRIGHT

A brief of the remarks of Fredrick Siebert, Director of the School of Journalism and Communications, University of Illinois, June 24, 1952, to the members of the Third Allerton Seminar.

Our procedures in the field of copyright law have their fundamental basis in business and trade practices. They are designed to protect the publishers rather than the original creator, the author or artist. In this respect England and the United States are in agreement. In neither country is there any legislation to protect the integrity of the author's or artist's idea. The French attitude differs. Though the public purchases a piece of sculpture, the artist retains the right to supervise its handling, setting, and location. In the United States and England, the creator's rights are secondary to those of the publisher or producer.

Copyright laws protect the creator and/or publisher for a period of twenty-eight years, plus a renewal period of another twenty-eight years.

Educational broadcasters will find the following classifications useful in determining whether materials they seek to broadcast are under copyright or usable without clearance from author, composer, or publisher:

- A. Music
- B. Music dramas
- C. Dramas
- D. Materials for oral delivery: sermons, addresses, dramatic recitations
- E. Other literary materials, non-dramatic, not originally prepared for oral delivery
- F. Program ideas
- G. Special problems of television copyright

A. MUSIC

1. Clearance of copyright is not generally necessary for educational broadcasters using their own stations---the test is performance for profit.
2. Schools may record music and make copies for their use, but not for profit.
3. Music scores may not be duplicated in such a way as to interfere with commercial sales. Technically, reproduction of scores is a violation of copyright even for use in teachers' manuals. Obtain a clearance from publisher.
4. Original music by students, not copyrighted, should be released to station in writing.
5. Original music by staff members may be used first time without clearance. For subsequent performances, a clearance is needed.
6. If school music programs over commercial facilities increase audience, theoretically the copyright holder has a claim.
7. There is no protection for performing artists.
8. Arrangements of music probably come under copyright even though the original music is public domain.

B. MUSIC DRAMAS

1. Here the rights tend to follow those for drama which are broader. The grand rights are in drama, the little rights in music.
2. Musical comedies are classified under drama.
3. Clear the use of music found in dramas.

C. DRAMAS

1. There is no exception for educational use. All performances must be cleared. There can be no duplication without clearance.
2. Films are classed as drama.

D. MATERIALS FOR ORAL DELIVERY: SERMONS, ADDRESSES, DRAMATIC RECITATIONS

These are treated in exactly the same manner as dramas. Obtain clearance.

E. OTHER LITERARY MATERIALS, NOT ORIGINALLY PREPARED FOR ORAL DELIVERY

1. This category includes novels, short stories, articles, essays, poetry, jokes, news, and materials not specifically covered in other categories.

2. Copyright protects against duplication and dramatization. If the material is dramatized, the material is covered by practices applicable to drama: all performances including re-broadcasts must be cleared.
3. There is a problem in defining dramatization, but the courts have held that
 - a. a reading is not a dramatization, no matter how dramatically effective it may be, and
 - b. musical accompaniment does not make a reading a drama, therefore
 - c. a solo reading may safely be given of any of the material in this category without clearance of copyright, on radio. The question of
 - d. multiple readers, or speakers repeating lines as in a dramatization though verbatim from the source, is unsolved legally in respect to radio use. On television even with plain background it is dramatization.
 - e. On radio a novel may be read in whole or part; it is questionable whether this holds for television.
4. By amendment to the copyright act on July 17, 1952, radio stations may no longer read non-dramatic literary materials over the air. This new legislation, however, applies only to commercial stations operated for profit. Non-profit educational stations may continue to read non-dramatized literary materials over the air without previous clearance.
5. By the same amendment adopted July 17, 1952, all stations including educational stations are prohibited from making transcriptions of copyrighted material described under E.
6. News taken from newspapers after a sufficient delivery time for the newspapers is allowed. Educational stations could read any newspaper over the air, after delivery time, without infringement of copyright.
7. Reading of comic strips is permissible over radio where not for profit. Dramatization requires clearance.

F. PROGRAM IDEAS

Ideas, titles, and formats are not usually secured by copyright. They are protected to the extent that they cannot be appropriated so fully or in such ways that the listener is confused as to which program he is hearing.

G. SPECIAL PROBLEMS OF TELEVISION COPYRIGHT

1. School Film Libraries.
If copyright is still in effect, renew it including TV use.
2. Cartoons and slides need copyright clearance.
3. Photographs or reproductions of photographs in books must be cleared.

Exhibit B

REGION II SEMINAR WORKSHOP

COMMUNICATIONS CENTER,
UNIVERSITY OF NORTH CAROLINA,
CHAPEL HILL, N.C.; MARCH 13-14, 1953

NATIONAL ASSOCIATION of EDUCATIONAL BROADCASTERS
119 GREGORY HALL, URBANA, ILLINOIS

EDITOR'S NOTE

This summary has been prepared from notes taken personally at the sessions reported on. To the best of the editor's knowledge, it represents an accurate condensation of the proceedings. Reporters, however, even radio-television reporters, are fallible (although it pains us to admit this). In order to avoid erroneously attributing statements, names have been deleted from the highly condensed portions dealing with the discussion periods. It is obviously impossible to achieve this in reporting the speeches. The editor begs the indulgence of the speakers where errors have crept in and wishes to state that he has followed in spirit the Arab prayer: "Guard us from error in narration and keep us from folly even in pleasantries."

One other liberty has been taken: A brief summary of the meeting has been placed, not at the close, but as a Foreword.

Robert F. Schenkken,
Recorder

FOREWARD

It is sometimes difficult at the moment of an experience to express the deepest feelings and convictions of a group. It is certainly temeritous to attempt it after the moment, when the group has dispersed. But on the basis of fragments of conversation in work sessions and at lunches, in conferences and in moments of relaxation, and from some hints contained in letters received after the conference was over, I should like to attempt the improbable.

The work we do, year-in, year-out, in Radio-Television education, despite its public nature is essentially lonely work, because in Region II, certainly, it is pioneer work. At its best, it is pioneering work everywhere, and this concept of our work as pioneers holds significance for the meeting which we have just concluded. The word 'pioneer' connotes more than the opener of frontiers; it connotes the hospitable house, the helping hand, and, yes, the understanding heart. It connotes, even for us in civilized, settled Twentieth Century America, banding together for the common cause. We in the Southeast have a particular affinity with the frontier and with Causes, Lost - and Won. In coming together in our common cause, we did these things:

We learned to know and respect that hospitable house, our own house, the NAEB - thanks largely to the always lucid, often brilliant, talks of Ausmus, Schooley, Miles, and Siegel.

We offered to each other, gropingly perhaps, but eagerly, the helping hand - 'exchange' was the watchword of every discussion session.

We saw with new understanding the cause in which hearts and hands and minds are enlisted - to make these miraculous media serve the purpose a great Region II writer has expressed:

To every man his chance, to every man,
regardless of his birth, his shining,
golden opportunity - to work, to be
himself, and to become whatever thing
his manhood and his vision can combine
to make him.

This, seeker, is the promise of America.

.... Thomas Wolfe,
University of North Carolina, '05

Delegates Attending NAEB Region II Seminar-Workshop

in Chapel Hill, N. C., March 13-14

Alabama

RALPH SEARS, Alabama State College for Women, Montevallo, Ala.

WALTER WHITAKER, Station WUOA-FM, University of Alabama, University, Ala.

L. O. BRACKEEN, Alabama Polytechnic Institute, Auburn, Ala.

Florida

BENJAMIN AYCRIGG, Station WPRK, Rollins College, Winter Park, Fla.

DAN MATTHEWS, Station WPRK, Rollins College, Winter Park, Fla.

VERNON BRONSON, Station WTHS-FM, Lindsay Hopkins Vocational School, Miami, Fla.

GEORGE DOOLEY, Station WTHS-FM, Lindsay Hopkins Vocational School, Miami, Fla.

ROY A. MCGILLIVRAY, Station WTUN, University of Tampa, Tampa, Fla.

JACK BREIT, Station WTUN, University of Tampa, Tampa, Fla.

JULIAN D. MORSE, Board of Public Instruction, Jacksonville, Fla.

Georgia

ALVIN GAINES, Station WABE-FM, Atlanta Board of Education, Atlanta, Ga.

Kentucky

MRS. CAMILLE HENDERSON HALYARD, Station WBKY, University of Kentucky, Lexington,
Ky.

C. R. GRAHAM, Louisville Free Public Library, Station WFPL, Louisville, Ky.

DOROTHY DAY, Station WFPL, Louisville Free Public Library, Louisville, Ky.

North Carolina

RICHARD E. WILSON, Station WHPS, High Point Public Schools, High Point, N. C.

DALE KELLER, Greensboro Public Schools, 501 Asheboro St., Greensboro, N. C.

MOZELLE CAUZEY, Station WGPS-FM, Greensboro Public Schools, Greensboro, N. C.

HOYT R. GALVIN, Public Library of Charlotte and Mecklenburg County, Charlotte,
N.C.

JOHN YOUNG, Station WUNC, University of North Carolina, Chapel Hill, N. C.

TOM CARROLL, Station WUNC, University of North Carolina, Chapel Hill, N. C.

NAEB Seminar-Workshop, March 13-14, delegates attending, page 2

North Carolina (cont'd)

EARL WYNN, Communication Center, University of N. C., Chapel Hill, N. C.

R. F. SCHENKKAN, Communication Center, University of N. C., Chapel Hill, N. C.

Puerto Rico

JOSE A. BUITRAGO, Station WIPR, San Juan, Puerto Rico

South Carolina

ERNEST E. LENT, Station WUSC-FM, University of South Carolina, Columbia, S. C.

CHARLES P. MACINNIS, Instructional Materials Bureau, City Public Schools,
Columbia, S. C.

Tennessee

JACK WESTBROOK, Station WUOT, University of Tennessee, Knoxville, Tenn.

Virginia

CARROLL B. LUSK, Virginia Museum of Fine Arts, Richmond, Va.

ROGER BOYLE, Professor of Drama, University of Virginia, Charlottesville, Va.

MRS. ZELDA KOSH, Speech Education Dept., Arlington Public Schools, 1426 N.
Quincy St., Arlington, Va.

Officers

President GRAYDON AUSMUS
WUOA-FM, University of Alabama
University, Alabama

SEYMOUR SIEGEL
Immediate Past President
WNYC Municipal Broadcasting System
2500 Municipal Building
New York 7, New York

FRANK E. SCHOOLEY
Treasurer and Acting Executive Director
Urbana, Illinois

JAMES MILES, Secretary
WBAA, Purdue University
Lafayette, Indiana

REPORT OF THE PROCEEDINGS OF THE SEMINAR WORKSHOP

REGION II, OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Place: Communication Center, University of
North Carolina, Chapel Hill, N. C.

Time: March 13 and March 14, 1953

10:00 a.m. THIS IS OUR JOB.

Promptly at 10:00 a.m. the Seminar Workshop of Region II of the NAEB was convened by Earl Wynn in Studio A at the Communication Center, University of North Carolina, Chapel Hill. Mr. Wynn called upon Graydon Ausmus to make the invocation and then introduced Chancellor Robert Burton House of the University who spoke, not from notes but after notes played in him inimitable manner on his harmonica. The Chancellor then spoke with great earnestness of the significance of educational broadcasting and telecasting in extending the educational facilities of the universities of the country and the school systems to all the people, pointing out that extension through radio and television was a logical step in the history of this University and of most other major universities. He welcomed the members most cordially to the campus and wished them well in their work.

Graydon Ausmus, President of the NAEB, then welcomed the members in behalf of their national organization and spoke briefly of the importance with which the Executive Board regarded regional conferences. Conferences such as these, he said, would be invaluable in providing new leadership, new ideas to the direction of NAEB and would serve to fertilize and re-vitalize the work of members on the "grass roots" level. The first regional conference held at the University of Oklahoma last year had been an inspiring event, and he anticipated equally fine results from this conference in the Southeast.

Following these messages of welcome, all participants were introduced to the group and the work of the conference was declared officially under way.

The first speaker was Seymour Siegel, Immediate Past President of the NAEB, who spoke on "NAEB--Our Achievements." Mr. Siegel reviewed rapidly the history of NAEB from its formation in 1929, its long period of comparable inactivity, through the significant events of the Allerton House meeting at the University of Illinois in the summer of 1949 when for two weeks the conferees, NAEB members discussed the nature of the educational broadcasting problem. The conferees referred back to a study made by Lazarsfeld in 1947 for NARTB, "What Did the American People Think of Radio?" NARTB had boasted of the results: 70% of the American people thought a good job was being done. The Allerton House turned that figure over and 30% of the American people were not getting what they wanted. Were the commercial broadcasters right in saying "the best radio program is one that sells the most goods," and "radio can't afford to be anything but commercial," and "commercial radio is made in the image of the American people and any criticism is a criticism of the American people"? The first conclusion of the Allerton House conference was that it was necessary for educational broadcasters now scattered here and there over the country making bricks without straw to begin to exchange resources. The first program made available through WNYC was from Cooper Union, "Great Themes in the Great Hall." This project looked easy at first but soon became a tremendous burden for the NYC staff with no budget. Then in 1950 at Lexington there suddenly became available to NAEB what looked like a vast sum - \$240,000;

space was made available, and a national headquarters was set up. This was a great step forward.

It came at a fortunate time, because on the 10th of October, 1950, the FCC began to consider the problem of television allocations. The NAEB immediately stepped in. Dick Hull sent out (collect) telegrams to all the members. On the 16th of October there was a meeting at the Office of Education in Washington. The problems seemed insurmountable. It was going to be a tremendously expensive undertaking to plead the rights of education before the FCC, and there was no money. Not only that, but it seemed unlikely that anyone qualified to plead before the FCC would care to represent the lost cause of education. But the NAEB raised \$50,000 to surmount the first item, and got General Telford Taylor, formerly Chief Counsel of the FCC, to represent the cause of education. "Never before did so many confuse so few with so little." Witnesses were brought in from all over the country. Senators testified as did presidents of universities. The FCC's decision to allocate 242 channels to educational television was more than the NAEB had asked for. It was more than all the non-commercial radio stations on the air in America at any time. One of the most convincing arguments which perhaps more than any other swayed the FCC's decision was the Monitoring Study of Commercial Television which the NAEB had conducted. It was a shocker. We may truly say that educational television is an achievement of the NAEB. As a result, the trade magazines learned how to spell education. We began to be a force in America.

The NAEB then became the recipient of a grant from The Fund for Adult Education. At a meeting on the tennis courts of the University of Chicago, the Executive Board of the NAEB considered this overwhelming responsibility: \$300,000 to be spent in programming. They were appalled. In the first try, in bringing together a professional group, they found that there had been produced a fine, but not educational, show. They found that on a commercial program the educational consultant verifies dates. They scrapped the program and started over, making the educational consultant the final authority. It was very hard on professional script writers, but two of the series produced in this way, THE WAYS OF MANKIND and JEFFERSONIAN HERITAGE were so outstanding that they were named the two top programs in America by radio critic, Jack Gould. And other programs, while perhaps not as outstanding, have been of great interest and have been well received.

In the area of international exchange on radio programs, commercial radio had done little or nothing and had, in fact, on one occasion at least, airily turned down an invitation from the French Broadcasting System who very generously offered their Radio Diffusion Francaise (RDF) shows to be carried commercially. The NAEB is approaching this problem differently. We have established very cordial relationships with RDF, BBC, Radio Italia, and others. We are beginning to exchange programs with these systems in their own languages. This is an opportunity for the improvement of international relations which is tremendous. We have now begun to have a voice in the selection of some Fulbright Fellows, and one achievement in international broadcast which deserves special mention: the BBC is carrying the JEFFERSONIAN HERITAGE, something the Voice of America has never been able to get the BBC to do with an American show. NAEB is beginning to do a job for the country.

The next speaker was Graydon Ausmus on the subject "NAEB---Our Dreams":

Our dreams, said Mr. Ausmus, for the future are an expansion of our dreams of the past. Under Dick Hull as President, we established the Tape Network. Sy

Siegel gave us national significance. For the first time people began to realize that in America we have a dual system of broadcasting, and he urged that we stress this fact in our teaching and in our public approach. People can no longer say "American Radio" and mean "Commercial Radio." They must take us into account, and we ourselves must be the publicists of the change. And now, as Mr. Siegel has pointed out, the NAEB has become internationally significant.

What now? We need to do vigorous, far-reaching planning and thinking; we must stay out in front. We are a part of a very significant movement - one of a number of organizations trying to extend education to the total population; a task which is staggering in its problems and immense in its implications. It may be that the second half of this century will be known to history as the period in which education was extended to adult populations. We must not forget that we are radio-television, but we must remember that, first of all, we are educators. We can't expect to be saviors, but we can play a very significant role...This is our dream.

Another goal must be a solidification of our organization and the utilization of the resources of our members. We must pull ideas out of this conference and others like it. We need broader participation from our members. We need a wider use of the existing brain power.

Other goals which we must strive for are: (1) expansion of headquarter operations which now operates 6-8 hours per day, (2) expansion of consultation services on the local level, (3) expansion of international relations (the new opportunity in regard to the Fulbrights is a good example of this). International exchange of communications people is vitally important. This year 3 of our folks will go abroad. Next year, if we are successful, perhaps 6 or 8 or 10. (4) we are beginning to expand through cooperation with the Voice of America with which we are now negotiating, (5) we must meet the needs of the public schools with more programs and more ideas, (6) we must face the problem of the distribution of programs to the schools; the library of the U.S. Office of Education is about to die. Should the NAEB take over? (7) we must expand our membership. In the past it has been restricted to station operators. Should we include teachers of radio, or does The Association for Education by Radio meet this need? (8) we need to solve the problems of upgrading of personnel and of academic curricula, and (9) we need to examine the services provided our associate members. Are we doing all we can?

Finally, our greatest challenge is in educational television. What is our role to be? We are an advisory group to the Educational Radio and Television Center. Do we tell them what is needed? Are we a program, script, and film exchange?

We need to look for challenging visionary ideas such as a landline or relay-connected educational network. Working together, we can advance the cause of education, the cause of educational radio, and the cause of educational television.

* * * * *

Earl Wynn then led a brief discussion period. The question was asked, "How about a mobile television unit to act both as a central service and a demonstration device?" It was pointed out that as a central service it wouldn't be needed because the program center would probably solve the program distribution

problem; that as a supporting device for educational stations, both New York and Connecticut visualized joint use by all their stations of mobile units. However, mobile units are expensive and those who have them are not using them much, though of course it is possible to cut down on the cost by building one's own mobile unit. It was then suggested that perhaps film units could do the work expected of remote trucks and that the sharing of a kinescopic recording unit might be more helpful to educational television stations. The potential of tape in TV was discussed, the prediction having been made in Broadcasting by Crosby's chief engineer that TV tape was practically here. The technical consultant from DuMont Laboratories pointed out that there was a question here which the Crosby Enterprises haven't answered; i.e., How to accommodate a range of frequencies which runs into the millions of cycles? Must we run the tape at one thousand times the speed of audio tape? Also, if tape came in, the 16mm projectors in film libraries now set up in the schools might become obsolete. Tape is likely to represent serious economic problems. The question was then raised whether or not there was a word we could use in the place of "education". Mr. Siegel asked the floor and pointed out that education was the basis for everything, that it is as unnatural to stop learning at age 14 as it is to die at age 14, that everyone has a deep vein of seriousness and wants to improve himself, to know why. Reference was made to the speech by Arthur Adams at the Atlanta Conference, "Education Is a Good Word." The discussion period closed.

Members adjourned to lunch at the Monogram Club, carrying on individual discussions during the lunch period.

2:00 p.m. THESE WE SHARE

The group reconvened at 2:00 p.m. at the Faculty Lounge, Morehead Building, for the discussion "These We Share" with Frank Schooley, Treasurer and Acting Executive Director of the NAEB acting as Chairman. Mr. Schooley gave a broad picture of the activities of the Tape Network, and explained the presence of NAEB headquarters at Illinois as chiefly resulting from the fact that the money from the Kellogg Foundation that put NAEB in business was mostly gotten by Wilbur Schramm, and that the University of Illinois offered space. The functions of headquarters are as follows: (a) to get out the NAEB Newsletter, (b) to keep a file on active members, associate members, and affiliate members, (c) to sponsor such publications as "The Radio-TV Bibliography," (d) to sponsor the TV monitoring studies, such as "New York TV" and "LA-TV," (e) to arrange for the handling of the Fund for Adult Education series on L.P. records, (f) to arrange tours of headquarters, (g) to meet visitors, (h) to supply reports to The Fund for Adult Education and Kellogg Foundation, (i) to meet with the Board of Control, (j) to work with the Grants-In-Aid program, (k) to handle the routine mail which for the month of February was 810 letters in and 2,000 out.

Mr. Schooley then projected some slides showing such things as distribution of members, some of the printing done for NAEB, promotional materials for THE JEFFERSONIAN HERITAGE, publicity received, distribution of Radio-Television Grants, etc.

Mr. Jim Miles, the former Executive Director of the Tape Network and present Secretary of the NAEB then discussed the history and problems of the NAEB, illustrating his talk by means of slides showing: (a) station participation in the NAEB Tape Network, consisting of 19 at the beginning and 81 now, (b) monthly air time which went from a few hours at the beginning to 1231 hours in May, 1951, (c) total distribution reached 12,797.30 hours in education,

(d) the monthly tape production in February, 1950 - 17 reels; at the start of the Kellogg Grants - 53 reels; 4 months later (May, 1952) - 1061 reels. Now the weekly output is 950 to 975 reels, (e) the new timing device was shown, (f) the Master Board device was pictured, (g) speed reduction on the Ampex from 15 to 7½ i.p.s. was shown, the point being made that at this stage in the distribution process, openers and closers added to the shows were necessary, and the plea was made that contributors do the opens and closes themselves. It was pointed out that the Ampex does the single dubs which are necessary, (h) the duplicator was then pictured and described, and it was pointed out that it is now operating at its maximum with the present staff, between 950 and 1000 reels of tape for a 40-hour week, (i) the distribution method through "the bin" was pictured and described in detail, (j) the paper routine was shown, (k) the distribution of stations through 30 states was shown, (l) the income charts with new rates were projected, and it was pointed out that the new rates would be 8 times the present rate, so at the close of the Kellogg support, the NAEB income from memberships will be between \$32,000 and \$35,000, that this was the cheapest programming one can get, and finally, that the network was constantly on the lookout for good shows.

In the discussion period, the question was asked if a program, when submitted and refused, could be resubmitted. After some discussion, it was finally suggested that one resubmit with supporting arguments. Frank Schooley then discussed very briefly the Newsletter asking that the news items be sent to headquarters and pleading prayerfully that they arrive by the deadline of the 25th of the preceding month. He pointed out that the editor was looking for general stories of any kind dealing with educational radio-TV and was much interested in getting more material from the field. In the area of research, Mr. Schooley said that headquarters was looking for suggestions as to what research NAEB should undertake and what would be of most value to individual members. He pointed out that where members initiated studies, NAEB might be able to help plan and integrate them. He referred to the monitoring studies which had been mentioned earlier in the day, specifically that the New York #3 TV Study would be out shortly, and he mentioned as of particular interest to all educational broadcasters the study of effectiveness of promotional work in connection with educational programs which has just been conducted by Station WILL.

Seymour Siegel followed Mr. Schooley with "Our National Radio Programs." What have we done with the \$300,000 grant? Our only restrictions were that we produce 4 programs, one in each of the following areas: (a) American Heritage, (b) anthropology, (c) public affairs, (d) international affairs.

The show which was finally written under (a) was THE JEFFERSONIAN HERITAGE, with Dumas Malone as consultant, Frank Papp as producer, and Claude Rains as Jefferson. Five writers were used in the show.* This is a "consumer durable" and will be just as good 20 years from now as it is today. The show has had wide release, tremendous promotion, and The Fund for Adult Education is very proud of it; we are proud that the FAE is proud. We have proved that, as educators and given the resources, we can do the job.

PEOPLE UNDER COMMUNISM had the consultative assistance of the five top Russian experts in the country. This was the most expensive show to produce because of the vast research involved. In fact, it turned out that we were financing a major research project, and so it became necessary to cut back the research scope. However, it is a good series which makes it possible for the listener

*There was some indication, in fact, that several of these may have been used up.

to make experts' opinions.

Of the WAYS OF MANKIND, produced with Dr. Walter Goldschmidt as consultant by talent from the CBC, it need only be said that the writing and producing are absolutely tops, and that as an educational radio program, this one will be very, very difficult for anyone to surpass.

We are now working on a series called THE PEOPLE TALK BACK. In most discussions the listener has no chance to get his word in; the experts talk among themselves and the listener just listens. In this series, we are recording the experts opinions, playing them back to a group, and recording the groups comments and criticisms.

In the field of international programming, there have been some real problems. The director of the Third Program was invited to New York and also the director of the CBC for a week's discussion on a program on foreign policy. Agreement on the nature of the program seemed impossible. It was finally agreed that each nation would produce a program; then all would play them in London in September and see if they could agree on which to use. Meanwhile, in Italy and France the efforts of the NAEB produced a fine reaction. The plans to carry French plays in French, Italian opera, music programs about French composers were not only fine international relations in themselves but represented real educational broadcasting at its best. The first French program to be carried on WNYC received immense publicity, a front page story in the Christian Science Monitor, editorials, etc. We are writing cultural history.

The State Department has called on us to place materials on foreign broadcasting systems. Since the Voice of America is considered a propaganda agency, foreign broadcasters are, understandably, reluctant to carry Voice of America shows. But we can do it, and so we have become the international force for our country. In return, we are getting a quantity of top-notch programs. NAEB has become a member of Prix Italia, an international affiliation which represents the cream of broadcasting efforts in 14 countries. The best musical and non-musical programs will become available to us through this affiliate. The NAEB has been invited to a conference on April 20-24 to help discuss with Radio Diffusion Francaise what should go into their program, THE INTERNATIONAL UNIVERSITY OF THE AIR. This is a sort of "French cocktail" consisting of 10-minute talks by the world's greatest scholars.

How can the members best help the international effort of NAEB? By giving these programs the right treatment on our station, good time, plenty of promotion, etc. And if we have any ideas for creating better understanding among the nations of the Western world, this is our opportunity. We have available to us now the great media of communication of the foreign nations themselves.

The next speaker, Graydon Ausmus: Subject - "What's Happening in TV": The story begins with the JCET, an organization composed of 7 constituent members, each a major organization in education. These are the American Council on Education, Association for Education by Radio-Television, Association of Land-Grant Colleges and Universities, National Association of Educational Broadcasters, National Association of State Universities, National Council of Chief State School Officers, and the National Education Association of the United States. The original purpose was to get the channels set aside. Now it is to get them used. The effort was first supported by \$50,000 from NAEB, later \$90,000 from The Fund for Adult Education. The current budget is even higher, and next year it will probably be close to \$200,000. If we get only 10% of the

channels picked up by June, the consultation services will have to be considerably expanded. This will mean not only using our own consultants from the educational broadcasting field and from the advisory groups, but special consultants from other areas. JCET is sending out a fairly considerable volume of information in its mailing service to potential applicants, and it must be remembered that these are local communities, not only states. Another national organization, the National Citizen's Commission for Educational Television, Ring Building, Washington, D. C., is most actively concerned with community effort, while the JCET largely represents the interest of education. The NCCET also was established by The Fund for Adult Education. Milton Eisenhower and Marion Folsom are its Honorary Co-Chairmen. It is a very high powered and effective organization.

There is a third organization also in the picture, also recently set up by the FAE funds, The Educational Television and Radio Program Center of which George Stoddard, President of the University of Illinois, is President of the Board, C. Scott Fletcher of the FAE and Dick Hull are members. Others include Dr. Robert D. Calkins, President of the Brookings Institute, Mr. Harold D. Lasswell of the Yale Law School, and Mr. Ralph Lowell of Boston, banker and trustee of the Lowell Institute, which operates the non-commercial educational FM station in that city. These are educators of stature. They plan to produce very few programs themselves but to farm out the work, after the area of study has been selected, to educational institutions or commercial organizations. They will act principally as a Distribution Center. The NAEB has been the only organization to provide an Advisory Committee to the Center. This committee has been selected: George Probst of Chicago, H. B. McCarty of Wisconsin, Graydon Ausmus of Alabama, and Robert Hudson of Illinois (University of Illinois).

The FAE has offered matching funds to 13 key potential stations. The selections have been made, primarily, on the basis of population, and educational grants may follow. No announcements have been made of this.

What has been the effect of all this high-level activity? There are 22 to 24 applications in around the country, 13 or 14 construction permits have been granted, and plans for activation are rapidly taking shape in a dozen or more places. The station at Houston, Texas, will soon be on the air. The station in Los Angeles expects to be on the air April 24. Typical of the activity was the state-wide meeting in Florida on February 13-14: the Governor's Conference. The JCET, NCCET, and DuMont Laboratories have been flooded with requests for consultants. Miami has an application in and there is promise of some equipment. Gainesville is making plans to go ahead, and Tallahassee likewise. The Citizens Committee of the JCET will be down there shortly. By June 2 in Florida we can expect 4, 5, or 6 applications to be in.

Of course, all over the United States the Educational Television forces are fighting the "economy cry." Television is expensive, but compared to normal educational costs, the cost of educational television is insignificant, and we must view the cost in comparison with the total cost of education because educational TV will have an effect of great magnitude on the total educational effort.

Minnesota's legislative hearings are now going on and Burton Paulu, who was to have been at this conference, is at those hearings.

In Wisconsin the plan was to install one or two stations this year and keep the other allocations. This apparently will be the pattern in many places.

In New York the Report of the Governor's Commission has made things look discouraging on the surface and has undoubtedly had ill effects elsewhere, but New York will go ahead with private funds and at least the report of the Commission and the accompanying minority reports have served the purpose of pulling the newspapers behind educational television.

Educators are now getting rolling all over the United States. For a while educational television was held up because educators kept the problem in the family. They held one meeting after another, but among themselves. The problem is now out in the open before the public, and public support has been good. Education's constituency is more imaginative than we had thought.

In Alabama, the present plan is for the state to undertake one-half of the cost and the Commission to undertake the other half of the cost for two stations and for the State Production Center which is to be created. Plans are to request \$300,000 to \$400,000 this year. But the problem is not costs, it is a problem of intelligence and the imagination with which we approach the problem. We have to get everyone behind it, and the future of educational television depends not on the cost, but on the degree to which those stations which will be on the air can develop public enthusiasm for educational television. At the present time, one of the most remarkable phenomena of the whole effort is the speed with which skeptics become enthusiasts.

There are two questions now which everyone would like to know the answers to: How many stations will be on the air? Will the FCC reserve the other channels? We do not know the answers to these questions except in these general terms: by June 2 there will be enough stations so that education will have demonstrated its interest and intent in regard to this tremendous opportunity, and we are confident that others will then get on the bandwagon.

* * * * *

Mr. Ausmus, as discussion leader, with a panel consisting of Seymour Siegel, Frank Schooley, and Jim Miles, then conducted the discussion: "Closer Home."

A question was asked about experience in planning multiple operations- whether there was difficulty in religious and educational groups working together. Mr. Siegel pointed out that educational stations must operate in the public interest, that the democratic process will assure that they operate in the public interest or people will pull out, that this is not a problem about which we have to worry now. The wonderful thing about educational television is how, at its very birth, seven national organizations sat down together to solve the problems; there is cooperation. In radio practically no one cared. The American Council on Education feels that television and the top administration in television are going to form the core of university planning for our children's children.

The question was asked if there was no legal way for public and parochial schools to get together. The answer was that the public schools may be the licensee, and the parochial schools may use the time.

The question was then asked about the separation of Church and State and the use of public funds. The reply was that in the Detroit plan a subscription approach will include all. In Los Angeles the Board of Control will be too large for any single organization to control, and the problem will be handled in that way.

When is the proper time to ask for television consultants? Any time you get

two or more people together, just write and ask. Of course you may be beyond needing consultants. In many places local groups have gone so far on their own that there is little the national organizations can do to help them. After a certain point, it must be your baby.

The issue was then raised as to whether or not certain of the assisting organizations were not overwhelming NAEB'S "grass roots." Has NCCET really done what it was set up to do? In one locality it has promised to use its influence, but so far nothing has been done. It has sent down a handsome brochure, "Greatest Invention Since Printing," but the brochure states that educational television will cost \$500,000 for the first year's operation. This statement is enough to kill 200 potential applications by itself. Contact with NCCET on this point produced only the answer that New York State had been embarrassed by under-estimating costs. Finally, when a consultant came down, his attitude was "Cost doesn't enter into this - you can sell it no matter what the cost." There is a real danger that these self-constituted groups are going to "love us to death" unless they listen to us in the "grass roots."

Mr. Ausmus said he would convey to NCCET these three major suggestions: (1) that it maintain closer liaison with local groups, (2) that it not distribute literature without permission, and (3) that when it agrees to do something, it carry out its pledge. It was further pointed out that consultants coming from the national organizations to local communities must know educational philosophy and processes else they will embarrass the cause of educational television.

The discussion turned to costs, and it was pointed out that on Channel 15, for example, one could go on the air for \$75,000 to \$80,000 minimum, with a projector and film operation, no cameras. However, the objection was raised that it is possible to sell in reverse and that when educational TV goes on the air it must be good in order to gain continued support. Of course commercial broadcasters, to judge from reports of applications in Broadcasting, are going to go into television at all kinds of different investment levels.

The preliminary report on New Jersey's plans was read. It was pointed out that both Allen DuMont and Engstrom of RCA were members of the Commission drawing up the report, and so the cost factor was likely to be accurate. They planned to spend \$340,000 for technical equipment: Of this, \$162,000 will be transmitter equipment, \$165,000 studio equipment, and \$31,000 video recorder. Annual operating expense has been estimated at \$190,000.

Following this, the discussion turned from cost to purpose. One of the consultants said that we must remember that we are educators; we need to be always conscious of the philosophy of education in relation to mass communication. We need to be ever critical of such advertising as tries to assume the responsibility for education.

A delegate rose apologetically, saying that he felt like a man approaching the Atomic Energy Commission to ask how he could get the best use out of his bow and arrow. His problems were: He has been on the air nine weeks with a staff of one and a budget of \$800 a year. How does one get money? How does one get support and reach out to other people? A number of suggestions were offered: that he bring the president or school superintendent into active participation; that over a period of time he get every department involved; get the students involved; be helpful in the way of programming to the local stations other than his own. The more participation - the more success, was the keynote of the reply. Particularly it was suggested that one get the participation of powerful

people: the dean, the president. Form an advisory council; pick out the children and relatives of prominent people; build up an interested local group or perhaps use an already existing audio-visual group. Others pointed out the difficulties, the struggles which they had encountered. One member, after starting in 1945 on an in-school project, finally last week got the first program into the city schools. Another was three years, after getting the construction permit, in getting on the air. The members seemed comforted by the discovery that misery, which loves company, had plenty of it, and to have gotten some help from the suggestions.

The meeting was then adjourned.

* * * * *

6:45 p.m. BanquetCarolina Inn Pine Room

Members reconvened at a banquet held in the Carolina Inn's Pine Room where they were welcomed by Mr. Gordon Gray, President of the Consolidated University of North Carolina, former Secretary of the Army, and himself a commercial station operator.

Mr. Gray referred humorously to his experiences as a station operator, saying that judging from the final report of his Winston-Salem station in the month of February, he was perhaps closer to non-commercial broadcasting than anyone thought. He referred wryly to another venture, "the glorious and successful financial history of WTT." He had had some connection, he said, with educational broadcasting in that, owing to some "vestigial remnants" of influence, he had helped to get the call letters, WUNC, from the United States Army.

Turning to television, he expressed the hope that this conference might come up with a definition of "educational television" as he had been looking for one since he went to the Penn State Conference a year ago. However, he no longer felt that this was a critical need, and the University planned to proceed with educational television whether defined or not.

Referring to the University's plans for television, Mr. Gray stated that the three institutions of the Consolidated University would have one transmitter, if financial support could be arranged, on Channel 4 VHF, with studios on each campus. He thought that program materials on the three campuses would be practically inexhaustible: At Raleigh - our agricultural and technical school -- the resources of agriculture, forestry, engineering, textiles, and architecture; at the University at Chapel Hill -- the College of Arts and Sciences, business and professional schools, Division of Health Affairs, School of Journalism, Department of City Planning, School of Social Work, etc.; and in the Women's College -- fine arts, home economics, education and others.

He found in television an unparalleled opportunity for educational service to the people of North Carolina. With a single transmitter on Channel 4 we would hope to reach 2,000,000 to 4,000,000 people with programs of educational value. This is an extension of tremendous significance for us in North Carolina. In radio we have not yet taken advantage of our consolidated opportunities. In television we have every intention of doing so.

Mr. Gray then welcomed the delegates to the campus, wished them success and good luck in an undertaking of great importance.

Mr. Kay Kyser made the principal address: "A Pro Looks at Educational Television." He spoke with humor, wit, and deep sincerity to the group, relating first his own experiences with educational television.

He had gotten into the educational television picture when Mr. Gray called and asked if he would care to assist the University with some of its projects. His first educational TV experience was at the Penn State conference which he attended with Mr. Gray. He went with misgivings; he felt, frankly, as a professional that he was "going slumming" among all of these innocents who knew nothing of show business but were out "bear hunting with cap pistols." But that conference was an awakening. He found that the educators had come to say that they didn't know about this medium, but that they had missed out on educational opportunities of radio and motion pictures and they were not going to miss out on this opportunity if television could be used for educational purposes. They were there honestly to learn. One of the most astounding facts which was brought to his attention at that conference was, that in the city of Chicago, because of juvenile vandalism, the cost of window breakage in the schools was \$300,000 per year. This opened one's eyes to cost factors in education and to the possibility that education might actually cost less in the long run if one could cut down on such things as juvenile vandalism. He began to see that educational television might take the world into the schoolroom, that children with otherwise very limited opportunities might, through television, see and hear and learn things that had theretofore been shut off from them. He learned people were taking courses by television from Western Reserve University, getting up to 17 and 18 hours course credit toward a college degree in Beginning Psychology the same course as given in Western Reserve classrooms. There was an audience of 50,000 people from 9:00 to 9:30 each morning for this show. True, this program was on a commercial station, but educators must take into account the possibility that commercial telecasters will not always be able to give them the time. He saw such kines as Iowa State's "The Whole Town's Talking" - entertaining, enlightening, and skillfully done, and, more important, a program with an effect on the life of the state. As a result of this program, many things got done in Iowa.

He saw that educational television could create something for a minority audience, that it could present the whole gamut of education. His horizons were widened, and unlimited possibilities of which he had never dreamed before now came into view.

However, he went on to say, educators are going to have to remember that television is merely a mechanical channel through which we can think and act. Success lies within our capacity, but we will never be better than our willingness to obey all the rules of showmanship required to make the medium effective.

Referring to his own experience, Mr. Kyser said that whenever he had been successful it had been on the occasions when he had used everything he had. If a man finishes a show and comes off stage saying, "Gee, what a sorry audience," he is blaming the audience for his own ineffectiveness. He has not done a good job. "Effect has never controlled cause and never will." And this is true not only of professional show business, but it is going to be equally true of 'academic show business.' At whatever audience level any given show is programmed, we must aim for and hit the bull's eye with that specific audience. We cannot shut our eyes and shoot. It will be hard, too, in television because it is always hard when you are not rubbing shoulders with the audience. It is hard with movies to know how well you are doing. Having done that, too, this could be said out of experience. Of course you can always go to see your movies, but this can be too hard. When the audience is not out there in immediate

contact, it is very easy to get lax, and audience receptivity is going to be the text of educational television. We will learn, of course; we will get better. Of the 13 kinescopes done here at the University of North Carolina, the percentage of good ones, he thought was terrific; but those most closely involved knew that many were not as good as they had wanted them to be and that, if they were done over, there would be things that would be done differently. This attitude is essential.

He was convinced that educational television can be the greatest force in our generation, the greatest force for education since the invention of the printing press. But every bit of showmanship which can be developed will be needed because people, eager as they are to be challenged, are reluctant to admit that they want to "be educated." They will be interested in education if we can produce something that piques their interest. Even on the elementary level of "The College of Musical Knowledge" where no mental calisthenics were called for, there was some challenge to the listener. Although some of the questions were on the level of "Who says, 'Lopez speaking?', on two occasions he had received wrong answers.

When people expect entertainment, they do not want to feel that they are being educated. When they expect education and receive it entertainingly, then we have rung the bell. Entertainment in education does not mean dilution, it means interest. Don't think that because people ought to want education, they will. It must be presented as challengingly and provocatively as possible.

A case in point of the failure to understand what showmanship really is was the comment of one educator on the Psychology series mentioned earlier, that "This was done without one bit of showmanship." In the first place, the series required that the lecturer boil down his material from 50 minutes to 29 minutes; that meant that he could not wander as he might otherwise; that his material had to be edited carefully; that he had to punch his points to get them across. This is the essence of showmanship; the minute he started editing, he was in show business. Any effective communicator is in show business.

In his own experience, Mr. Kyser paid tribute to a motion picture director who had him work on the simple problem of going through a door from 9:00 in the morning until 2:00 in the afternoon before they got a take. A lot of little things were involved. It is these little things that will make or break many educational television shows; such things as not dropping your eyes in front of the camera but keeping in contact with the invisible audience. Everyone who touches educational television must try to put all the possible showmanship into it that he can.

Educational television is on the soundest ground in the world. In commercial television the problem is "the word" - the plot, the message, what to say, what to do; and "the word" is getting thinner and thinner. But for educational television we have an endless fountain of knowledge. "The word" is what we have the most of. Then too, our actors have the essential ingredient of great performance: conviction. There is no need to worry about how you look on television; if you have the conviction, it will show in your eyes and you will invite people up through the tube.

The future of this great opportunity and challenging responsibility is ours: to take to all the people the storehouse of wisdom and know-how accumulated by our colleagues and their predecessors. There is a great part that the educational telecasters can and must play in getting educational TV off the ground. And after that, how high it flies is up to them. They are the pilots.

At the close of the banquet, members adjourned to Studio A at the Communication Center where they were the guests of WUNC for its dedicatory broadcast which was carried over a state-wide North Carolina network. The high point of the dedication was the dramatic production written and directed by John Clayton of the Communication Center staff. This was followed by a tour of the Communication Center facilities.

. Saturday, March 14

9:00 a.m. REGION II: DOINGS AT HOME.

The group convened at Studio A a few minutes after 9:00 for a discussion of DOINGS AT HOME, state by state.

TENNESSEE: Jack Westbrook, Acting Director, WUOT-FM
Knoxville, University of Tennessee

Radio

WUOT-FM is the only educational station in Tennessee. Nearby Carson-Newman College does some public relations work on radio but that is all. WUOT has made a specialty of programs on safety: One series called "The Court of Public Safety" won the Alfred P. Sloan, the National Safety Council, and the Tennessee Safety Council awards a few weeks ago. They are continuing their work in safety programs, and are now producing a program in water safety which is being carried on commercial stations in the TVA area. In 1953 they will have produced 350 15-minute safety programs. They feel that one fertile field for tape network programs is the safety field.

In addition, they have been doing a great deal with mental health, having carried the Roger Howell series from KUOM; they are now also working on a local series in mental health. These are dramatized stories. The scripts are being written by a Master's candidate in Psychology.

They have also developed a tape network of their own and believe that they are the first to have used film cans for this purpose. They use a Magna-reel tape in metal cases.

Television

The FCC has allocated 4 channels for education in Tennessee. There has been very little activity except in Knoxville to which Channel 2 has been allocated. Last summer there was a meeting in Knoxville drawing in representatives from institutions of higher learning, press, and radio. An attempt was made to sketch the possibilities educational television offered and considerable interest was aroused. Cooperation is expected if they can get television in Knoxville. Messrs. Westbrook and Wright drew up three alternative plans: One was for a workshop in which they would plan the production of shows and use commercial facilities for the actual production; the second alternative - for a video-recording production unit; the third - for a station with a production center. As a guide to later activities, this memorandum has proved extremely accurate. President Brim of the University of Tennessee is following it closely. Money has been requested from the legislature; however, the new governor is an economy man and the final result is not known. The essence of the Tennessee plan offered by a group from the 4 cities concerned proposed that the legislature appropriate \$600,000 to be split 4 ways, and to be matched locally.

FLORIDA: Vernon Bronson, Director, WTHS, Dade County

Radio

Three educational stations are on the air in Florida: WTHS, Dade County Public School System station; WTUN, University of Tampa; and WPRK, Rollins College. Tampa has had remarkable success in liaison with the local commercial stations. The NBC affiliate has given them studio equipment and a complete kitchen for home economics shows. The CBS affiliate has been equally generous. They are on the air 2 hours to 3 hours daily, 4 hours on Sunday. They expect shortly to go on 8 hours a day. They have a 20-student staff, 3 pieces of recording equipment. WPRK is largely a Classical music station. Of its 28 hours on the air per week, 14 hours are classical music, and they also carry 5½ hours of NAEB Tape Network shows. WPRK has done a number of special events shows. CBS will play back a WPRK music festival program Saturday, March 21.

Jacksonville: There is no school station in Jacksonville but most of the schools use a commercially produced 15-minute weekly show - "Music for Youth," and the audio-visual group has produced ten "Know Your Schools" programs.

Miami; WTHS took three years after getting its construction permit to get on the air. It has now been on the air 4 years. It leans heavily on help from the NAEB; is building up a large record collection particularly in L.P.'s. They are particularly interested in the possibilities of using radio in furtherance of the bi-lingual idea in Miami which has 1,000,000 Spanish-speaking visitors a year. They are hoping to teach conversational Spanish to the very small children, and the plan is to repeat the broadcast a number of times a day. At present, these programs are used by the teachers on records. The schools have receivers and sound systems, but have not been completely sold on either. WTHS is on the air from 3:00 to 9:30 p.m., and they estimate 5,000 to 7,000 regular listeners. The University of Miami does two TV shows a week and 15 radio shows a week on commercial stations and are working on the NAEB Fund for Adult Education grant.

Television:

Florida has been extremely fortunate in its TV allocations. There are 9 allocations, and they are well placed. The Dade County School System was the first institution to file with the FCC and the first to file an amended application. There has been very little assistance outside, but pending the decision of one vote on the school board, Miami should get into the picture. The other allocations stand as follows: West Palm Beach has done very little; Tampa is very lively and looks hopeful; an application is ready in Gainesville; Jacksonville, working through its Citizens Committee, is about ready to file and has raised some money; in Tallahassee the Citizens Committee is organizing, and if Gainesville gets a station it is a natural assumption that Tallahassee, site of Florida State University, will also get a station; it's very doubtful that Panama City will make any progress; there is a great deal of interest and good possibilities at Orlando. To sum up, it's likely that 5 of the 9 allocations will see some action soon.

GEORGIA: Alvin Gaines, Supervisor of Radio Education, Director of WABE, Atlanta, Georgia.

Radio

WABE is the only educational station in Georgia. Despite certain special difficulties, WABE has programmed such shows as PEOPLE UNDER COMMUNISM, THIS IS THE ENEMY: COMMUNISM, and others. WABE broadcasts with a power of 4800 watts, and is at the end of its fifth year of operation. It is on from 8:55 a.m. to 5:00 p.m. They have no budget. There are seventeen high schools, 92 elementary in the Atlanta System alone (not including three county systems and a number of

other independent schools) using the station. They produce 13 shows a week and use 4 NAEB shows on in-school broadcasts. The schedule is made up with very careful attention to grade availability so as to be on the air at the most convenient hours for the teachers. Each elementary program is repeated four times a week; high school programs are repeated seven times a day. The teachers have complete freedom; no one checks on their use of the program although a report of listening is requested.

Television

In television, after the Southern Regional Conference which was held in Atlanta, a Governor's Conference was called. The Board of Regents were to make a request. This action went to the Governor and he is holding it. He also is economy-minded, but has stated that he will write the FCC requesting a delay in the June 2 deadline. Meanwhile, WABE-TV is going forward. The station will be governed by a board of all the educational institutions in the area. They are planning a set-up which includes two 50' x 100' studios, 1 radio station, 1 mobile unit, and a video recorder. Their application went in on the first of March.

KENTUCKY: Mrs. Camille Halyard, Manager, WBKY-FM, Lexington

Radio

There are two principal activities in Kentucky: WFPL is perhaps the only radio station in the country owned by a library. In this fabulous operation, the library possesses copies of practically every educationally useful program available anywhere, and one can borrow these programs as one would borrow a book. Direct lines from the local stations permit the library to record programs for in-school non-commercial listening; 38 pairs of lines to the schools permit the teachers to request and receive over a private wire practically any program desired. There is a new three-kilowatt transmitter for school broadcasting and a 50-kilowatt transmitter for music.

WBKY-FM at the University of Kentucky operates with a great deal of student help - the teaching department and the station have the same staff - and after recent reorganization (a chart of which was shown), this is now a very efficient operation. They have also added an extra man this year to handle production. The University has always done a lot with commercial stations. They do a series everyday, five days a week, mailed out on tapes to as many as 48 stations. These are largely programs produced for public service organizations. WBKY is on the air 3 hours a day at present and hopes shortly to go on 6 hours a day.

Television

What about television? Not too much has been done about television in Kentucky. They are just beginning a foundation program in education which is designed to eliminate some of the most serious deficiencies in the primary and secondary school systems, and so there will not be - and perhaps ought not be under the circumstances - any state-wide effort in educational television. Actually, only one educational television channel has been allocated to the State of Kentucky, and that to the city of Louisville. It is anticipated that the \$210,000 for capital improvements made available to the library by the Louisville Fund will enable WFPL to get into the educational television picture. The only other activity is that commercial stations plan to install micro-wave transmitting facilities at the University of Kentucky.

ALABAMA: Walter Whitaker, WUOA-FM, University of Alabama.

Radio

Alabama College for Women has a carrier current station WFAS which operates 6½ hours a day with an all-women staff. They produce a series CONCERTS FROM MONTE-

VALLO, an organ music program which is distributed throughout Alabama on 25 stations and is carried in Florida, Indiana, on the Voice of America, and on the Egyptian state network. They have also produced a series, MONTEVALLO NOC-TURNES, which is carried on eleven stations. Alabama Polytechnic's daily news is sent to stations all over the state.

The University of Alabama's WUOA and the radio services are under the Extension division. The teaching department has a carrier current station which is entirely separate and is said to be the largest wired wireless station in the world: (Virginia: please note). The purpose of the radio services is "to extend the resources of the University to the people of the state." The staff consists of 9 full-time people and 11 part-time student assistants. Ten programs are produced each week for commercial stations, some of these for state agencies; one of the purposes of the organization being to provide help for such organizations. One of the programs being produced is DOCUMENT: DEEP SOUTH, a NAEB-FAE Grant-In-Aid program. This series is a development from ALABAMA DOCUMENT, an award winning program at the Ohio Institute. DOCUMENT: DEEP SOUTH has been a difficult series to produce, having so far involved 11,000 miles of travel. Six programs have been produced at this time. The series is being carried on 23 stations in Alabama. The PTA series is being carried on 22 stations. Radio services send out 60 tapes per week. They also originate broadcasts for stations and networks whether WUOA carried the programs or not. WUOA operates at a power of 4800 watts, 10 hours a day, Sunday through Friday. The station carries all NAEB programs, scheduling them initially at night, then repeating them the following day. Two or three months ago they initiated block programming in 2-3 hour blocks and have had very good reaction. In addition to BBC programs from NAEB, they are also carrying other BBC transcribed programs. They are planning to carry the foreign language programs. The Comedie Francaise will be heard, in French, in the heart of Alabama.

Television

The FCC has allocated five channels (two VHF, three UHF) for educational television in Alabama. The VHF channels are reserved for Tuscaloosa (the University of Alabama) and Birmingham; the UHF channels for Auburn (Alabama Polytechnic Institute), Montgomery and Mobile.

The Governor's Conference on Educational Television met in Montgomery during the last week in February, 1953. Delegates represented education, business, industry, civic groups, a segment of the State Legislature and the general public. The conference endorsed the use of educational television and suggested that the Governor name a commission to draft plans and supervise the television system.

Governor Gordon Persons has named a nine-member commission to study and plan an educational television network for the state. This committee includes representatives from the University of Alabama, Alabama College and Alabama Polytechnic Institute, the State Education Department, the State Legislature, the press and the general public. The committee has not yet held a formal meeting.

It is expected that the State Legislature will be asked during the biennial session opening in May to appropriate funds for one-half the cost for construction and operation of one or more of the proposed educational TV stations, as an indication that all of the reserved channels might be used eventually for a state-wide network.

Several preliminary studies and surveys have been made regarding the use of these

channels, and it has been recommended that approximately two additional channels for educational use be sought in order to provide adequate coverage of the entire state.

NORTH CAROLINA; John Young, WUNC, Communication Center,
University of North Carolina

Radio

There are 3 active educational radio stations in North Carolina; 2 operated by school systems - WHPS, a 10-watt FM station in High Point, and WGPS, a 10-watt FM station in Greensboro. Both of these do in-school broadcasts. In addition, WGPS does 1-1½ hours of programming each day which is rebroadcast by WFMY, a powerful commercial station (FM) in Greensboro. WUNC, the University's FM station operating at an e.r.p. of 1450 watts, is on the air from 3 to 3½ hours a day, 7 days a week. WUNC is operated as one of the projects of the Communication Center which has as its goal the extension of the University to all the people through all the mass media of communication. WUNC, therefore, has - in theory at least - no permanent staff and no budget. In practice, one staff member of the Communication Center devotes approximately two-thirds of his time to the station, and the student engineer is paid; all the rest of the help is voluntary. WUNC has made a considerable effort in the area of foreign-originated programs. The Communication Center's additional radio activities include producing special program series for other agencies. One series underway at the University is, AMERICAN ADVENTURE, being produced under a grant from the NAEB-FAE. A number of Communication Center series are carried on commercial stations either by tape or FM network, North Carolina being extremely fortunate in the great number of active FM stations in the state.

Television

The first activity in educational television in the State of North Carolina was the Consolidated University's conference last June, drawing together 150 deans and administrators from the three campuses. After two days of study, upon the advice of the conferees, the University formed a Television Advisory Council, directed the writing of a 115-page volume on theory, costs, and administration of educational television in the University, and recommended the appointment of a State Television Commission. Governor Umstead has appointed such a Commission, and Earl Wynn has been appointed its Executive Secretary. Local committees have been formed in each of the eight communities to which allocations were made, and there have been a number of meetings, state-wide and community-wide, in an effort to get the best possible plan. It might be said that "everyone has met everyone else." President Gray has made the point that the University will activate no more than one channel, Channel 4, in Chapel Hill. The other 7 allocations are the problem of the rest of the state. If the University does activate Channel 4, it will be a completely educational, non-commercial venture. There will be studios on all three campuses. The state's position is that it will engage in enough activity to demonstrate intent and thus reserve the other channels. Several communities, however, may go ahead on their own on a small scale. No money has been requested from the legislature for the next two years except for study purposes. The University is seeking private funds to activate Channel 4.

SOUTH CAROLINA: Ernest Lent, WUSC, University of South Carolina

Radio

WUSC is the only educational radio station in South Carolina. The project was conceived 13 years ago and has now been on the air 9 weeks. This is a 10-watt station, programming 37 hours a week. WUSC carried 4 NAEB shows in the morning

which are repeated several times and carries, in addition, 16 NAEB adult shows for a total of 10 hours of programming a week. They also carry a number of transcribed shows. Staff is as follows: Mr. Lent has a third class ticket; there is a student with a third class ticket. It is difficult to get student interest because there is a carrier current station on campus which operates with no faculty supervision; the students have 'carte blanche' in programming and operation. Since last June, WUSC has been putting one program, THE UNIVERSITY FORUM, on a commercial station. In April they plan to go on commercial television. The Junior League has kept radio alive in the schools in this community. They have found an 'angel' to pay for program rentals and persuaded stations to donate time. A regular report form is in use among the schools and prepared manuals are available to teachers for NAEB shows. There are still serious difficulties in lack of receivers and usage of equipment.

Television

Not very much progress has been made with the 4 allocations for South Carolina. Although the Superintendent of Public Instruction has expressed interest, he feels reluctant to approach the governor. A meeting has been called for the Columbia area on March 16 and 600 to 700 invitations have been sent out to persons within a 60-mile radius of Columbia, an area including 900,000 persons--250,000 of them children. At this meeting an effort is going to be made to arouse some real interest. The state has had an \$18,000,000 surplus, but the governor has already allocated these funds. It is not considered practicable to approach the present Assembly. The folks in Charleston have worked hard because the Charleston allocation is the most vulnerable one. It is too early to say whether they will be successful or not. It is hoped that the Columbia group will manage to arouse public support for a station in that area. No action is expected with the other two allocations.

VIRGINIA: Carroll B. Lusk, Virginia Museum of Fine Arts

Radio

There are no educational stations in Virginia. The University of Virginia operates a carrier current station 18 hours a day. This is claimed to be the world's largest carrier current station, (Alabama: please note). The station has a yearly staff of one hundred. Five courses in Radio are offered by the Department of Speech. New quarters for radio and recording and speech opened in January, 1953. The department now has three programs a week on commercial stations, three more planned, and has also planned a tape network.

In Arlington the school system has programs three times a week on commercial stations. The main object of these is pupil participation. They have been emphasizing the use of handicapped students as a remedial procedure and have had remarkable success with students experiencing speech, hearing, and reading difficulties, and also with mentally retarded students.

Television

There is an educational television allocation to Charlottesville, but the University of Virginia has no funds for such work, and as far as is now known, has no plans. The Arlington school system put 6½ hours of television programs on commercial stations last year and is this year producing a series on alternate Saturdays. A series on school work has been planned for the spring. WNAL has, however, reneged on the proffered time for this series. (All educational broadcasters, please note). Arlington will offer the series to another station. They have a high-powered Speech Advisory Council including persons from commercial stations and Frank Durham of the U.S. Department of Education. The Council consists of 15 persons who meet 6 times a year. They have found their public relations program very helpful in the development of radio-television.

In Richmond, interest is high in educational television. The State Department of Education has allocated \$2,000 to pay for the study of facilities and possibilities, and plans to engage an engineer for necessary studies. The need is felt for "booster stations." There are 5 UHF allocations to the State of Virginia. After the Richmond meeting at which Mr. Wynn spoke and the panel discussion which followed, a great deal of interest was aroused and some progress has been made.

The Virginia Museum has done little so far but has resources. It is planning to expand its services as a regional distribution center, adding theatre and music facilities. A new wing is being built for theatre, radio, and television operation. There is plenty of room on stage, good lighting facilities and adequate shops. A separate staff is planned for this operation: a director, designer, and technician as a permanent staff. They will use local talent. Its purpose is to bring in eminent artists and scholars for the making of films. These of course will be available for the Fund for Adult Education's Radio and Television Center. They plan to make films on all the visual arts. It is felt that the people of Virginia appreciate the rare opportunity offered by the advent of educational television. They are very conscious that what is done must be good or the whole program will fail spectacularly.

WEST VIRGINIA: Raymond D. Cheydleur, Director of Educational Radio-TV
Marshall College, Huntington

(Represented by letter as follows)

I have delayed this letter in the hope that the situation would change here. Due to the sudden illness of Professor Otis Ranson which has apparently turned into a prolonged affair, I will not be able to attend this year's convention. We have had to double up on the work, etc.

I do want to add this, however, and that is: Come-----or High Water, you may expect me at the next meeting.

During the last three years, Marshall College Radio has grown a great deal. With little or no real educational radio and television being done in this state, we have been able to add six courses in this field - have developed a healthy enrollment in spite of declining college enrollments - have obtained \$50,000 and have built modern educational radio studios - have pioneered in educational television with a series in Psychology.

We are also in the early stage of developing a new Department of Advertising and we hope to have this in operation next fall.

Our greatest problem is that of fighting the apathy, the ignorance, and the backwardness of education in this state. Having been raised in the Wisconsin system and having such good states as Illinois and Minnesota as neighbors, I find that the snail-like progress being made in this area is most discouraging.

The one suggestion I have to make is that it might be well for NAEB to consider some means by which an active public relations program may be carried on. This should certainly be slanted for the information of college presidents, deans, comptrollers, and members of state board of finances.

Best of luck with your conference. I'm certain it will be excellent.

(Signed) Raymond D. Cheydleur, Director
Educational Radio-TV

PUERTO RICO: Jose Buitrage, WIPR, San Juan

Radio

WIPR is the only educational station in Puerto Rico. It started as a commercial station, government-owned, and operated for six months as such. Pressure from commercial broadcasters caused suspension of commercial operations and forced WIPR to go educational. A public broadcasting board was set up to govern station operations. This board met once and made three decisions: 1) it appointed Mr. Buitrage manager, 2) instructed him not to carry political or religious programs, 3) told him he had a year of grace. WIPR's problems were unique. Mr. Buitrage inherited a 51-man orchestra, a theatre seating 300 persons, professional movie projection equipment, 8 remote units, 5 Brush tape recorders, and a vast collection of soap opera scripts. The staff had not been selected with an eye toward educational operation. The station was committed to 15 hours a day on the air, 6:45 a.m. to 11:00 p.m. Conversion to educational programs was slow. A great deal of help was received from BBC, RDF, and Radio Netherlands with their programs in Spanish. The competition in Puerto Rico is "amazing"; commercial radio there makes U.S. network fare look like the BBC's Third Program. The station with the largest audience carries 19 hours of soap opera per day. The ethics of radio surveys made in Puerto Rico have been questionable; ratings have been given to WIPR when it was not on the air. WIPR's main interest is adult education, and now, after 3 years, it is well established and provides a yardstick against which commercial programs can be measured.

Television

The television project has been approved in principle. There will be only one educational channel in Puerto Rico, and it is planned to join commercial broadcasters on a common site with a common tower and full power. The government is putting up the money for development. Commercial stations will have no advantage over WIPR, coming in at the same time, and it is felt that the commercial people do not realize the complications which television will create. Commercial operators are planning facilities for scene building, visual aids, etc., and WIPR should be way ahead in its planning. There are special problems in Puerto Rico which will require special solutions. They are fearful but feel they have no choice and will go ahead. Operation costs are a frightening factor, but they hope that the central distributing agency of the NAEB will come through with a good quantity of good programs.

In the discussion period that followed, the first question which was asked was: What are the chances of extension of the June 2 deadline? The consultants replied that if the community could show activity, the chances are good for extension. The deadline itself has been a good thing in making the educators go ahead; however, it is likely that if pressure has kept a community from making progress thus far, the same pressure will get the asterisks removed from the allocation lists.

Has the report of the New York Commission hurt TV plans in the more progressive states? It has, because construction permits had already been granted. But on the other hand, it has served to crystallize support for educational television.

In one community in North Carolina we have the support of commercial operators and no opposition. We expect to be able to raise some money. Our production possibilities are not too great. If we had enough money for a projector operation, what would we be able to put on? The Chicago Center will be putting out films and kinescopes with an original goal of an hour a day within two years.

They hope to produce educationally significant materials. NAEB is working very closely with the Center. What would the 'grass roots' people like NAEB do? At one point, NAEB planned to establish a film distribution center, but this plan has temporarily been suspended. Your international committee found 1800 films abroad which will be useful. In addition, there are tremendous resources at the 'grass roots' level. A film operation can be much less expensive than many believe, and not every station has to be a production center. On the other hand, the best program source in the world for local stations is going to be the local community, and the educational station should make itself available to all community agencies. What is needed is faith. We have to get on the air and be confident that we can program.

Should a student who wants to go into educational television get a Master's degree? In Illinois the decision has been made that training in television will be a fifth year study. A similar decision has been made in North Carolina.

There have been some very bad experiences with educational radio-television consultants trained in the media but knowing nothing of education. There is a real need for trained personnel who know both education and the media.

How can we get accurate and adequate information on costs in television? The estimates made by Arthur Hungerford as far back as the Penn State conference are available in mimeographed form from the JCET. Also, manufacturers, when given the exact requirement of a given community, will give an exact estimate.

The discussion closed with a brief word from Mr. Siegel who informed the members that the Beacon Press, Boston, Massachusetts, will be publishing the scripts of THE JEFFERSONIAN HERITAGE and WAYS OF MANKIND in book form. These will be available in 35¢ pocket editions, and it is anticipated that there will be a big demand for them. Three new programs are available to NAEB members: 1) A REVIEW OF BRITISH WEEKLIES, 2) CBC's: OVER THE BACK FENCE, 3) Mutual Security Agency's: LETTER FROM ITALY. These are available through Mr. Siegel at WNYC.

Finally, it takes a third class ticket to operate an educational transmitter. Every educational broadcaster should get a third class ticket; in fact, he ought to go on and get a second and a first.

"This is an endless adventure, be Ye of good faith."

2:00 p.m. Small Group Discussion: HOW CAN NAEB HELP US?

3:00 p.m. " " " HOW CAN WE HELP OURSELVES & NAEB?

During the afternoon, the Workshop divided into four groups as indicated below. Each group chose a chairman and recorder. Two chief topics were discussed: How Can NAEB Help Us? and How Can We Help NAEB? The discussion continued to 5:00 p.m. at which time recordings, films and kinescopes were available for listening and viewing.

Group I:

Mrs. Camille Halyard, Chairman
Mozelle Causey, Recorder
Benjamin Aycrigg
L.O. Brackeen
George Bocley
Mrs. Zelda Kosh
Charles MacInnis

Group II:

Vernon Bronson, Chairman
Ralph Sears, Recorder
C.R. Graham
Dan Matthews
Jack Westbrook
Richard Wilson
John Young

Group III:

Walter Whitaker, Chairman
Roy McGillivray, Recorder
Tom Carroll
Dorothy Day
Dale Keller
Ernest Lent
Carroll Lusk

Group IV:

Alvin Gaines, Chairman
Hoyt Galvin, Recorder
Jack Breit
Ralph Boyle
Jose Buitrago
Mrs. Carroll Lusk
Julian Morse

At 7:30 p.m. the group met for a final banquet at the Carolina Inn Ball Room. Alvin Gaines, having been elected Chairman by the discussion group chairmen, presided.

Mr. Gaines spoke feelingly of the progress which had been made by the NAEB and the real pleasure which he felt in seeing the dream of his early NAEB association come true in this very active Region II meeting. He then called upon the group chairmen to report the finding of the afternoon session. These are summarized as follows: (Any discrepancies noted between the recommendations given here and those sent out by Mr. Schooley must be attributed to human fallibility in reporting - whose, this deponent saith not).

The report for Group I was presented by Mrs. Camille Halyard.

How Can NAEB Help Us?

- A. Programming...by sending out advance leaflets on all programs and program series which are more specific than those at present supplied members. Too often programs are chosen or rejected on insufficient evidence. WAYS OF MANKIND was cited as an illustration. (Send all a complete list of NAEB membership, Associate, Active, and Affiliate)
- B. Grants: 1) to allocate small grants to small stations to help carry on special work in the station;
2) to give scholarships to help individuals (teachers) get further training in radio and TV techniques. This is carried on on a seminar basis in some places, but...incomplete, not all school systems can afford trained radio people;
3) to help pay for trips to production centers for training educators.
- C. Workshops or seminars:
1) to set up more 'grass roots' workshops, where mutual profit can be derived from various experiences;
2) to provide training session at regional workshops for TV production (commercial station help, etc.)
- D. Newsletter...Compiled bulletin...
1) to compile description and to give evaluations of ways TV is being utilized by public school system, a do's and don'ts column, in short.
2) to give information as to the prevailing ways of remunerating talent...to give scale for paying Radio-TV personnel in education.
3) to send out leaflets giving latest technical developments.

- E. Exchange Bureau---to help the region set up a way to exchange radio and TV scripts. Conferees are aware of the need for local programming, but a script exchange would be useful in certain areas, such as literature, which doesn't have much localism.

How Can We Help NAEB?

- A. Programming: 1) to offer suggestions in which ways programs can fit into modern school procedures (hours, flexible curriculum, etc.);
2) to send in list of our local programs so that an exchange column page might be used in the Newsletter;
3) to send in our programming needs if NAEB doesn't have them. If several ask, then perhaps something could be done. Or, if NAEB can't meet a specific need, perhaps a member can.
- B. Scripts.....To provide scripts for exchange and to tell what is needed in scripts.
- C. Research.....To offer ourselves, particularly classroom teachers, as resource persons for program development, using teachers instead of script writers.

One of our biggest was the fear that the "participation" aspect for those taking part in TV would be forgotten - and the terrific motivation and values that arose out of it, particularly public schools.

The report for Group II was presented by Mr. Vernon Bronson, and Group II recommended the following:

Where possible, group tape offerings into blocks of 13-week series. Suggestion not intended to discourage special program offerings.

The establishment of a screening committee in each region to which members within the region would submit programs considered by the member to be worthy of distribution. The regional committee would act on each program submitted by:

1. accepting the program and recommending it for national distribution, in which case it would be forwarded to national headquarters, the program would fall into alternative categories listed as follows:
2. accepting the program for regional distribution, in which case it would arrange for regional distribution.
3. rejecting the program for distribution.

The establishment of a system of distribution, on a regional basis, of previously distributed programs. This may be accomplished either by a regional depository or by expanding national headquarters.

Interest of educational broadcasters can best be served by using the already existing machinery of the NAEB for planning, production and distribution of educational programs on film from the Chicago Educational Radio and TV Center. Members of the NAEB will look to their own organization for leadership.

That the NAEB explore the possibilities of obtaining LP records with program notes including timing from all recording companies, either free or at reduced prices for NAEB active stations.

That all sources be explored to obtain funds to produce programs on all levels of education. Also to obtain funds for scholarships, internships, and fellowships for representatives of all levels of education.

That all reels be labeled with program titles and reel sequence.

The report for Group III was presented by Mr. Walt Whitaker. The following recommendations were made:

Promotion of NAEB Tape Network Programs

The need for a survey of promotion for tapes was discussed, both on the lower level and from NAEB. (1) Information; (2) Mailing piece; (3) Gim-micks. It was emphasized that promotional materials are needed in advance.

Recording and ET's (Program and Production Aid)

The need for some centralizing agency (NAEB) furnishing information on available materials of this sort was brought up. Some schools do not have a sufficient number of records and ET's for their use. It was recommended that NAEB compile information that would be useful for the member stations in writing away for ET's and for transcription services. Also, that NAEB contact recording companies for the purpose of arranging free distribution of records or for buying the records at a reduced rate. It was mentioned that no help has come from either the recording company or the distributor when these companies were approached by most individual stations.

Publish a list of companies which in turn publish the time of music.

Acceptance Committee (Uniformity of Materials)

Revise the rules and standards on the programs in regard to the timing of the programs under consideration for distribution. Eliminate excessively long talk programs. Conform to radio timing.

Farm out program ideas to the regional members, for NAEB coverage with or without budget assistance -- or the individual members for production in field in which certain schools excel. One of the chief purposes being to avoid duplication in production.

NAEB and the Chicago Center

The unanimous feeling about this matter was that NAEB should not be subordinated to the Center inasmuch as the years of work would be in jeopardy, that the former organization should control the selection and distribution aspects of the programs to educational stations.

Up-Grading Personnel for Radio and TV (Encourage students)

A broad knowledge of the field should be required as well as specific knowledge. The pay scale should be as high as it can go to fit the local picture. NAEB should help survey the field for the purpose of setting up a placement bureau. The Newsletter should serve as a job-information source for education radio--TV persons instead of Broadcasting.

Regional Production and Distribution

It was highly recommended that stations within each particular region set up a production and distributing center for dealing with subject peculiar to the region, programs to be made available to extra-regional stations through NAEB.

The report for Group IV was presented by Mr. Hoyt Galvin. The following recommendations were made:

How Can NAEB Help Members:

1. The NAEB should investigate the possibilities of providing consultant services to schools desiring to establish or improve FM broadcasting.
2. Other miscellaneous comments of value:
 - a. Gaines advised that teacher training in radio utilization should be an important factor in new school broadcasting operations.
 - b. In television, it was mentioned that commercial programs can be carried on educational television stations provided that audio is cut off during the commercials, and this assumes the program itself was of a nature to be classified as educational.
 - c. High gain should be secured in television installations by using a high gain antenna and wave guide transmission lines should be used between the transmitter and the antenna even though the first cost of these installations will be higher.
 - d. In purchasing television equipment, watch for adaptable characteristics necessary in case more power is added later or even for the days of color television.

How can Members Help NAEB?

1. Exchange of personnel between stations be encouraged and facilitated by the Professional Advancement Committee of NAEB.
2. The NAEB should establish a Television Network on both the national and regional basis.

Following the group reports, the members of the Executive Board of the NAEB, Graydon Ausmus, Frank Schooley, Jim Miles, and Sy Siegel summarized the work of the conference. Others present joined in a lively discussion of the aims and ideals of NAEB and the accomplishments of the meeting. (For a statement summarizing the summaries, see Foreword.)

EXHIBITS

WORKSHOP REGION III PROCEEDINGS

UNIVERSITY OF MICHIGAN
BROADCASTING SERVICE (WUOM - WFUM)
ANN ARBOR, MICH.; MAY 22-24, 1953

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
119 GREGORY HALL, URBANA, ILLINOIS

CONFERENCE HOSTS

Waldo Abbot-----Director of Broadcasting, University of Michigan.
NAEB Director, Region III.

William Bender, Jr.----Script Editor, University of Michigan Broadcast-
ing Service. Conference Recorder

Edwin G. Burrows-----Assistant Director of Broadcasting, WUOM-WFUM.

William B. Stegath-----Production Director, University of Michigan
Broadcasting Service. Conference program coord-
inator.

EDITOR'S NOTE

At the Region III workshop, particular emphasis was placed on the problems and questions of the individual delegates. Consequently, the attached report contains many sections devoted to Questions and Answers. We feel this is one way to reflect the spirit of inquiry which ran briskly through all sessions.

It should be clearly understood that virtually all questions and answers, as well as the talks and comments of the major speakers have been paraphrased. Although the individual is often identified, it is well to remember that there may be errors of content or emphasis. We trust that such errors have been held to a minimum, but should they exist the fault lies with the questionable stenographic ability of the editor. Much as we should like to have you believe otherwise, we are not infallible.

Following the pattern of Schenken's excellent report on the Region II meeting, we have opened this write-up with a summary of the major recommendations arrived at during the conference. We further acknowledge, with appreciation, the aid of the various state-group secretaries who provided coverage on the sub-regional meetings on the 23rd, and the valuable aid of Bill Stegath who covered the unexpected session on the night of the 23rd.

William Bender, Jr.
Recorder

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
Region III Meeting Report
University of Michigan
22-24 May 1953

SUMMARY OF RECOMMENDATIONS:

The following are the major recommendations arrived at by the Region III conferees. Further recommendations and details of those presented here will be found in the body of the report.

- 1) NAEB Headquarters should begin long-range program planning. Such planning should be based on research findings of what makes a good educational program, and the needs and demands of the prospective audiences. Such a "Planning Committee" should replace the present "Network Acceptance Committee." It should find the best people and the best areas for programming, and then commission the programs to be done.
- 2) Futures conferences should include at least one session in which small stations and wire-wireless people could assemble to discuss problems unique to their operation. Some conferees thought the division could be made on the basis of station power; others, however, felt it should be made on the purpose of the station: i.e., student-training, education, in-school broadcasts.
- 3) The Board or Executive Committee of NAEB should formulate a simple three-word tag to be used by all NAEB stations. The present "NAEB" tag is too cumbersome for constant use in the station breaks, and is even ungainly at the end of Tape Network programs. Since the NAEB Network, informal though it may be, is still a network, there would be an element of promotion and prestige in employing a pertinent tag-line. Suggestion was made for "E.B.S.--the Educational Broadcasting System." Vote of conferees was taken and although "E.B.S." was not especially popular, the vote was overwhelmingly in favor of finding and using some such tag-line.
- 4) A national policy should be established in regard to paying participants (especially faculty members) for radio appearances. The recommendation arose from consideration of the educational broadcasting dichotomy in which TV pays talent fees and radio does not. Suggestions were made whereby "pay" could be made in prestige advantages. These will be found in the body of the report.
- 5) Favorable discussion centered around proposals for a regional Newsletter. This might be prepared within the region and mailed with the national NAEB Newsletter.
- 6) Suggestions were made for developing the exchanging within the region special regional-interest programs. An example would be an historical series about the old "Northwest Territory" which is geographically similar to NAEB's Region III.
- 7) Headquarters should explore the possibilities of re-instituting the script exchange. This might entail a screening of scripts presently on hand, discarding deadwood, determining the needs of the various members for scripts, etc.
- 8) Headquarters should provide continued clarification and legal advice regarding copyright laws, and the liabilities of members for broadcasting and recording various types of programs.

MINUTES OF MEETINGS

22 May -- 10 a.m.

Some 74 representatives of Region III and station guests were present at the opening meeting of the 3-day conference. They were welcomed by Waldo Abbot, director of Region III and host for the meeting.

In his greeting, Abbot sketched the purpose for the gathering: an informal get-together and workshop by Region III-ers to examine the NAEB. He pointed out that the success of the meetings would hinge on the amount of "give-and-take" that could be stimulated.

Burton Paulu, Vice-Pres. NAEB:

Paulu sketched the history, goals and ideals of the NAEB. The organization is roughly 25 years old. Present membership can be broken down as follows:

Active members & Station Operators.....98
Associate members.....83
Affiliate members.....17

Income for the NAEB is dependent upon dues, fees and special grants. This supports such activities as: annual convention, regional meetings, publications (Newsletter, Bibliography of Radio and TV, Surveys, etc.), and operation of the Tape Network.

Perhaps the most important function of NAEB is giving leadership to and championing the ideals of educational broadcasting. In that connection, NAEB has adopted the philosophy that its membership is comprised of "educators who broadcast; not broadcasters who educate."

In the field of leadership, NAEB's achievements have been highlighted by three seminars which dealt with the basic ideas of broadcasting:

Allerton House Seminar.....1949
Program Seminar.....1950
School Broadcasting Seminar.....1952

An up-coming seminar is scheduled for June 21-27 at the University of Wisconsin to study educational television: its social role, relationships to other mass media, potential for adult and classroom education, and the basic program philosophies involved.

In the field of program development, the NAEB has received financial backing from the Fund for Adult Education to plan and produce several outstanding series such as THE JEFFERSONIAN HERITAGE, VOICES OF EUROPE, PEOPLE UNDER COMMUNISM, and WAYS OF MANKIND. It has also stimulated the development of programs at the membership level by gaining additional financial help from the Fund for Adult Education and the W. K. Kellogg Foundation.

A further achievement has been the organized movement, in which NAEB played an important role, to reserve the 242 TV channels for educational purposes. Further, the Fund for Adult Education is establishing a resource center for TV program development, for which a five-man NAEB advisory committee has been set up at FAE's suggestion.

These achievements in educational broadcasting have been made possible by a combination of three factors: a growing public need for educational material;

money to explore that need and to support programs to fill it has been made available through the FAE, Kellogg, Rockefeller and other funds; and, thirdly, the NAEB itself has been in a position to provide the necessary professional services to develop these programs.

However, there are still goals which have not been fully achieved. Educational broadcasters must seek to establish themselves in their institutions; within their institutions they must reach a co-equal status with other positions of similar responsibility. On the local level, there is an obligation to provide the same kind of local leadership that headquarters provides nationally.

QUESTION: What is the status of the script exchange? (Bender)

ANSWER: Never developed an active nor effective exchange. Chief difficulty was that the scripts submitted to headquarters were seldom usable by anyone other than the donor. Envision future reinstatement of the script exchange, for both radio and TV. (Schooley)

QUESTION: What service can wired-wireless stations receive through the Association? (Operator of student station)

ANSWER: Question referred to afternoon session. (Abbot)

COMMENT: NAEB has a lot of scripts. Many may be deadwood, but many of them are probably good. NAEB should find somebody to screen through the available material, and select and discard from those already on hand. (Lardie)

COMMENT: Scripts are available for THE JEFFERSONIAN HERITAGE series in book form. Probability that WAYS OF MANKIND and PEOPLE UNDER COMMUNISM scripts will also be published. (Schooley)

QUESTION: Will the JEFFERSONIAN HERITAGE again be available on the NAEB Tape Network?

ANSWER: Not for the original general distribution. The Tape Network is overloaded. The HERITAGE is already available on L.P. for broadcast.

QUESTION: Why is the BBC Theatre so fussy about dubbing and extra distribution? Our English Department wants to use RICHARD III and some of the others.

ANSWER: I urge you not to violate our agreement with the BBC. This prevents duplication except by the BBC; that is based on their agreement with the unions. (Schooley)

COMMENT: Those shows can be recorded off the air by Audio-Visual departments and.

ANSWER: That is a violation of the public law on copyrights! There is a difference, according to NAEB legal consultants, between broadcast rights--which are somewhat more liberal--and recording rights.

QUESTION: Can NAEB provide us with a brief summary of these new copyright laws?

ANSWER: Will be available in the near future. May print it from time to time in the Newsletter. (Schooley)

QUESTION: Can NAEB give us any advice on the Conelrad business? (Plan to clear airwaves in the event of enemy air attack.)

ANSWER: Make it in the form of a memo from this meeting. (Schooley)

"THIS IS YOUR NAEB"

22 May -- 1:45 p.m.

"Tape Network and Other Services"---Jim Miles, NAEB Secry.

Miles presented an illustrated lecture on the resources of NAEB Headquarters. This included the methods of interchanging information, the publications file, display boards, and physical operation of the Tape Network.

He pointed out that the whole is an expensive operation which is only partially covered by the present assessments of \$400 for Class A, \$250 for Class B, and \$150 for Class C stations. When NAEB becomes fully self-supporting, the cost will probably fall into the following brackets:

Class A---\$750-800

Class B---\$450-500

Class C---\$250-300

QUESTION: Can we get prints of the map of educational stations in the nation? (Lardie)

ANSWER: This is under consideration. (Miles)

COMMENT: This slide-presentation itself would make a good TV program.

ANSWER: See Schooley. He may lend it to you. (Miles)

QUESTION: Do you have any plan for a TV film service operating similar to the Tape Network?

ANSWER: The Fund for Adult Education is establishing a Radio and TV program Center in Chicago designed to accomplish this end. It's future relationship with NAEB proper, remains to be determined.

COMMENT: (Complaint that some shows from Tape Network have not been fully wiped before dubbing so that there is a certain amount of crosstalk coming through on the tapes.)

ANSWER: Whenever you have a complaint on tape quality let us know immediately. Send back the bad tape so the engineers at Headquarters can have a chance to examine it. (Miles)

QUESTION: What are the necessary steps to submit a program to the NAEB Network?

ANSWER: Submit a sample program plus an outline of the series to Headquarters. The Acceptance Committee consequently reviews the decision of Hdq. (Abbot)

QUESTION: We are a wired-wireless station. What can we get from NAEB and how much will it cost? We operate 24 hours a week.

ANSWER: The Tape Network is established to serve "licensed radio stations" only. We cannot service you via the network because you are not a licensed station.

QUESTION: We are a University-owned, but student-operated station. We could use the network for 6-8 months of the year only. Can we get a knockdown on the price?

ANSWER: No. The general operating costs make it impossible to make exceptions of this nature. The network must operate 12 months a year. (Schooley)

QUESTION: Can commercial stations use NAEB programs? (Schooley, SIC)

ANSWER: Permission for commercial stations to broadcast an NAEB program must come from the institution which originated the program. We prefer that the intended user contact the originator direct. NAEB does not want to get involved in this at the present time. (Schooley, SIC)

"GOALS and Accomplishments of NAEB"

Frank Schooley, Executive Director and Treasurer

Schooley began with a dissertation on the troubles beholden upon the job of Executive Director of NAEB. He then went on to report certain accomplishments.

NAEB has been successful in helping outstanding persons obtain fellowships and internships in the radio and TV field. A committee which included Miles, S Schooley, and Coleman made recommendations to the State Department for the exchange of three men with France, England, and Italy. There is a further aim of establishing fellowships (for Master and Doctoral candidates) for advanced study.

Newsletter: The aim here is to increase the overall quality of the publication. That depends in large measure on the material submitted by the members. Headquarters is also viewing the possibility of establishing a more professional type journal: one which will serve the needs of a large audience in the field. While such a publication is not yet in the works, the need and the possibility has been recognized.

QUESTION: Why are you having so much difficulty with "tape-nappers"?

ANSWER: Probably a combination of many reasons: slowness in getting the tapes back into the mail, delays in programming, etc. The strongest reason, I suspect, is that stations are not keeping adequate records of the tapes they have received and returned. We are working out a new form which will help simplify keeping track of tapes. NAEB now has some 7,000 tapes. We need every one of these and more. A delay becomes a mighty serious thing. (Schooley)

QUESTION: Do you have any information to show that the stations to which tapes are sent are actually using the shows?

ANSWER: That doesn't seem to be the problem.

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"NAEB RESEARCH"

Robert Coleman, Research Committee Chairman

Most NAEB research thus far has been done with outside funds. Determined to provide information of practical value to members. Members of Research Committee: Dallas W. Smythe, H. H. Remmers, Purdue; Larry Myers, WAER, Syracuse; Merritt Ludwig, WOI-TV; Kenneth Harwood, University of Alabama; and Robert Coleman, WKAR, Michigan State College.

Various ways in which committee can be of service include:

- 1) Cooperate in national studies.
- 2) Assist local stations which do not have research facilities.
- 3) Initiate studies on local level and build into national project.
- 4) Make technical information available to members.
- 5) Act as clearing house for competent studies by members.

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Dinner, Michigan Union
22 May -- 6 p.m.

Guest Speaker,
Earl V. Moore, Dean, U. of M. School of Music

Dean Moore extended the "official welcome" of the University to conferees. His informal remarks touched on the relationship of radio to music education. He sketched the history of UM's "Festival of Song" series which had its foundation in the radio work done years ago by Dr. Joseph Maddy in the field of musical instruments. There have been tremendous services performed by radio in the musical field; there are equally great or greater possibilities for TV to carry on and augment radio. Both media are necessary for the fullest expression of abilities in art and music.

Mentioning the value of FM, Moore said that the art of music is the art of sound, and thus the art depends upon the best possible quality of transmission.

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PANEL

"What are the Goals of the Educational Station in the Light of the Institution Which Supports It?"

22 May -- 8 p.m.

Moderator: Kathleen N. Lardie

Participants: William Bender, Jr., U. of Michigan--"Public relations"
J.J. Stillinger, Cleveland Public Schools--"Teaching"
M. McCabe Day, WVSH, Ind.--"Education"
Paul Rickard, Wayne University--"Publicity"

(BENDER) Any institution dependent on the public for support must recognize public opinion. The institution itself is responsible to promote public understanding of the spirit, history, goals and accomplishments of that institution. The objective, contrary to popular belief, is not to form public opinion, but rather to inform. The public can then make its own decisions.

In one fashion or another, all programs are "educational." Consequently, we must seek some other means or criteria to guide us in program development beyond that of "education." The public relations criterion can be one of our most important guides.

Significance of a "public relations" approach to programming:

- 1) It makes greater demands for showmanship to attract and hold audiences.
- 2) The best medium is the one which reaches the largest audience.
- 3) It requires a broad selection of program subject matter to accurately reflect and interpret the scope of the institution's activities.

(JSTILLINGER) If you present a good program, you hope that something worthwhile will go on in the mind of the listener. We have found the greatest enthusiasm for programs that fit closest into the curriculum...when that program is a definite help to the teacher rather than an "extra duty."

We at WBOE are chiefly concerned with the program that goes into the classroom and the job it is doing. Some of our advantages: (1) Station located in building with the school administrators; they can see it in operation, and feel a

sense of ownership. (2) Have supervisors who are vitally interested in radio. (3) Receive frequent visits, suggestions and comments from teachers. (4) Station personnel service all radio receivers in the schools...excellent opportunity for building pleasant relations with teachers.

(DAY) Although any program educates, we should be interested in the end-result of that education. The Tapenet, from the standpoint of the educator, is the cheapest service there is.

The goals of our station can be summarized as follows:

- 1) Aid to the teacher. Radio is a learning "tool" which the child uses outside the school more than he uses books. "Educators admit Guttenburg lived, but don't recognize Marconi."
- 2) Stimulus to the child. We can offer this stimulus via the prospect of the child himself getting on the air.
- 3) Relation of school to community. If we can stimulate parents to listen at the same time and to the same programs that their children hear, we will create a powerful public relations tool.

(RICKARD) All these (the foregoing comments) are proper objectives which probably echo the goals of the institutions represent. One goal is not better than another. In each case, we must carry out the goals of the institution which supports us. If we believe those goals should be changed, we can try to change them. But until the change occurs, we are beholden to follow the established goals.

The primary goal at Wayne University is training students, not public relations. For instance, we broadcast sports programs because we want to train sports announcers.

SUMMARY FROM MODERATOR---OPEN FOR QUESTIONS

QUESTION: Having a medium of communication, how can you communicate without an audience?

ANSWER: You can train students in speech without an audience. (Rickard)

QUESTION: How can you justify your radio license?

ANSWER: We hope and expect we can do a public service for our audience. But we observe these basic goals regardless of that audience. (Rickard)

QUESTION: Did you say your institution didn't care about public relations?

ANSWER: Of course we're interested in public relations, but it plays a very minor role. (Rickard)

COMMENT: The teacher's greatest contribution is just to be a good teacher. Doing that good job is itself excellent public relations.

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23 May

9:00 a.m. --- Executive Committee meeting (closed)

9:00 a.m. --- State sessions

INDIANA SECTION, REGION III

The Indiana State Session for the NAEB Region III conference met in Studio C of Station WUOM at Ann Arbor, Michigan, at 9:30 A.M. on May 23, 1953. Mr. John A. Maier, chairman; Miss Turnell, secretary.

Indiana seems to be the center of public school 10-watt FM operation. Low-power FM has been successful in meeting the individual radio needs of public schools and colleges..

Where should transmitters be located in cities? Mr. Maier stated that a building transmitter for each school is needed in a large city radio plan. Mr. Henderson questioned whether enough good programming could be provided for so many stations. Mr. Day felt that multiple transmitters are needed because of school scheduling problems: in addition, one 10-watt station would not cover a city.

Much discussion was held regarding the place of radio at the Indiana state teachers' convention at Indianapolis. It was recommended that the following point be stressed: Since radio is a tool for all, a general session for educational television-radio is needed. The program might be divided as follows:

- a. University services and the part they play in radio-television.
- b. Participation by students, particularly in 10-watt FM stations.
- c. Speech-radio relationship.
- d. NAEB services.

It was suggested that the group define a philosophy of educational broadcasting. Although some schools are convinced that time can be granted by commercial stations for educational programs, the group felt that not enough time can be so received. Education requires an integrated program of radio-television, not just an incidental program contributed by commercial interest. Only a school system owned and operated by a school can go on the air at any time desired. It is necessary to convince administrators and teachers of the services of radio. This can be done through the AER. Perhaps mimeographed sheets showing the services of radio-television to Indiana can be distributed to the communities and schools to help spread the message.

In defining the philosophy of radio-television, the advantages were listed as follows: 1. Service to the community; 2. training of students, with student participation on the station; 3. student motivation for the study of English, Speech etc. Each school will have at least two large objectives; service to the community and student participation.

School participation leads to some problems. Dramatic production is too difficult for some groups. It is better to have a central workshop drawn from all schools for dramatic programs. Speech programs and others requiring little "production" will be satisfactory for all. Transportation of students and interruption of schedule is a real problem in schools, unless a telephone line to central studios is provided.

In discussing the value of radio to a school system, the group questioned Mr. Carmody from the Gary Schools. He said that Gary decided to apply for a license to operate a station because they had carried on make-believe radio activities with dummy microphones, etc., for many years. It isn't necessary to have a station, to have radio. Radio activities can be carried on with P.A. equipment, tape recorders, etc., but administrators should realize that these other activities may easily lead to a station.

In discussing the various ways of promoting educational radio-television, it was decided to:

1. Appoint someone to make a map to show the concentration of stations in Indiana.
2. Appoint someone to write an article for the INDIANA TEACHER. (A monthly column was also suggested.)

3. Use the channels of the Audio-Visual department of the state P.T.A. (Mr. McKown is state chairman of this committee for the P.T.A.)
4. Appoint someone to talk to Mr. Robert H. Wyatt, Secretary of the State Teachers' Conference, to see if a meeting on radio-television can be arranged for a general session of the State Teachers' Conference.
5. Send fact sheets regarding stations to Purdue and Indiana University and other centers where superintendents would go to seek information.

Further topics discussed included: the tape library (tapes should be reviewed every two years for possible use or discard); the use of funds of the NAEB, with the question of spending more for promotion of programs and for manuals and less for tapes; the possibility of markers to indicate the cueing of tapes with long leaders.

How can workshops with elementary teachers be worked out? It is best to go directly to the schools and teachers to explain the utilization of radio. Michigan has had success with a teachers' workshop at a conference held before school opened.

The following recommendations were worked out for presentation to the NAEB:

1. The NAEB might expend more time and effort to get tapes and manuals to the teachers in time for duplication in advance of the time needed. This material should be available in the spring before the fall semester.
2. Forms should be provided for evaluation of programs by the stations using the programs. The NAEB should be asked to set up a program evaluation form. Stations refusing programs should explain why they refuse.
3. More promotional material in the form of maps, etc., should be sent to member stations. More money should be spent for promotion, less for tapes.

ILLINOIS & WISCONSIN: (E.C. Waggoner, Chairman; Gertie L. Hanson, Recorder)

Arrived at several questions and problems to be referred to the Board or Executive committee of NAEB:

- 1) What can we do to encourage FM set ownership?
- 2) What can be done to integrate educational radio and TV programming?
- 3) What is the possibility of getting A-1 scripts in radio and TV that could be used as a guide for study and production?
- 4) Due to the need for an operational "shot-in-the-arm" would it be possible to have a travelling production workshop in radio? Andrew Allen, Rudy Bretz or others might be leaders.
- 5) How can it become possible to have newspaper publicity of radio and TV programs?
- 6) Would like to have some sort of acknowledgement of tape network program acceptances.
- 7) Would like from NAEB a follow-up showing utilization of tapenet programs. If station receiving program does not use it, can arrangements be made for its use by another station in the area?
- 8) Since an entire series of program might not be acceptable to tapenet, could individual, single-shot programs be selected?

MICHIGAN: (Paul Rickard, Chairman; Betty Fuller, Recorder) Arrived at several recommendations:

- 1) Try to locate all groups in Michigan that are trying to do Educational Broadcasting: groups that may produce shows for broadcast over commercial stations. Get a statement from each listing its activity in this line.
- 2) Establish complete exchange of materials from all Educational Broadcasting groups within the state; i.e., program listings, brochures, teachers manuals, etc.
- 3) Explore means whereby established Educational Broadcasting stations in Michigan can help groups that want to do some work in this line. (Such as WANR, Albion wired-wireless, and WKBZ-FM, Muskegon Schools)

What copyright problems will these groups run into in attempting to provide scripts or tapes for broadcast by these non-licensed organizations over wired-wireless or local commercial outlets?

- 4) In what way can the operating stations help non-licensed groups gain support from their administrators and communities? Can the actives help by: granting releases to rebroadcast programs off the air? Writing letters which the local broadcasters could then bring to the attention of his administrators? By visiting the smaller organizations and lending support to get a station going?

OHIO: (Harry D. Lamb, Chairman)

In general the Ohio Gang agreed that their problems were not peculiar to Ohio and that there would be overlapping with those from other states. The following problems nevertheless were considered of sufficient importance to bring before the assembly.

I. Problems centered on programs and programming.

1. In-School Foundation Programs.

Four programs for the use of public school radio stations were recommended for writing and production through foundation grant by the Kellogg Seminar last summer. What has been done about them?

2. Should time limits be established for programs designed for in-school use? It was thought that programs for primary grades should be limited to fifteen minutes because the audience span of attention was limited. Few school programs should exceed half an hour in length; the longer the program the more difficult to schedule and the less the audience.
3. Can a better way of obtaining programs from member stations for network distribution be established?

The group seemed to feel that the standards of judgement of programs submitted for network acceptance were unknown; that the present system of free offerings did not provide for a balanced diet of programs in areas on interest; and that some plan of operation should be devised that would permit planning of programs and submission of programs in answer to the expressed needs of the members. The following plan was suggested as a possible solution:

- a. Establish national program committees at each level of operation (college, public school stations) to determine the programs to satisfy the greatest needs. These committees would meet regularly throughout the school year to plan programs and to audition programs developed within the organization or obtained from other sources with a view to recommending them for national distribution. It was felt that regularly scheduled meetings were necessary rather than merely the national meetings of NAEB or as attendant upon the Columbus Institute meeting. Travelling costs for these committee meetings should be defrayed by the NAEB.
- b. Writing and production of the programs decided upon would be farmed out to members on the basis of ability to perform the particular series.
- c. Nothing in these suggestions prevents the free development of programs of their own by member stations and submission of them for network distribution.

II. Up-grading of professional status.

1. Can the NAEB help in raising professional status?
2. Can NAEB help establish a climate of opinion in the administrations of institutions so that staff contributions or radio participation by professors not on staff could be equated with scholarly publication?
3. Could the NAEB establish the practice of informing top administration of the excellent programs submitted by their radio department or other contributions by their radio or TV station? This could be done by letters

of thanks for programs submitted, for participation of staff members in national radio organizations, and in whatever other manner is proper and expedient.

4. Could the NAEB, at each appropriate level, make a study of salaries, qualifications, academic standing of institutions represented, and other pertinent data, and inform top administration of their standing with comparable institutions, not so much with the purpose of pressure for upgrading of radio-TV personnel but for establishing as favorable a climate for Radio-TV personnel as exists for other colleges and departments of instruction.
- III. Will the NAEB keep in mind that some member stations become tape-nappers out of necessity occasioned by a wide difference in school calendars?
- IV. Will the NAEB remember that station budgets for promotional work are limited. And therefore network offerings unless they carry their own promotional material (such as did The Jeffersonian Heritage) should be timed so that they can be included in the station's regular catalog...most of which are prepared in summer. Therefore, fall and winter network offerings should be made available by June...or else have their independent promotional kits.
- V. Would the NAEB be strengthened or weakened if there were more formal recognition of different operational status of member? (This was directed largely at the Institute's failure to group according to function and grouping all 10-watts together rather than recognizing that a college 10-watter had little in common with a small school system's 10 watt station.)
- VI. Looking toward the potential increase in membership from an enthusiastic and widespread group of young people, the group suggested that all relationships with wire-wireless stations be explored open-mindedly.
- VII. And, recognizing the excellent work being done by the NAEB at the national level through its affiliation with JCET and NCCET, the Ohio gang commends the NAEB for its support of educational TV, and solicits its continued support in Ohio planning both at the State network level, and at the individual member station level.

And the Ohio gang formally requested its chairman to indicate to the National Association of Educational Broadcasters its recognition of the outstanding work being done by its officers, its appreciation of their work individually and collectively, and to assure the officers that the above questions and suggestions were in no way critical, but were brought forth in recognition of the objectivity of approach to problems invariably demonstrated by the officers of NAEB.

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23 May -- 12 p.m.

LUNCHEON -- "Report on FM Promotional Campaign", Waldo Abbot, WUOM

The month of May was devoted to FM promotion throughout southeastern Michigan. There was little cost, but considerable effort involved. Plan of action was originally sketched out at a February meeting of distributors, manufacturer's agents, and broadcasters. NARTB and NAR Manufacturers cooperated.

At the advance meeting, the group selected May 1st to start the drive because of the lively sports appeal...events that would be channelled out chiefly through FM. Distributors promised to have an adequate number of FM sets in hands of dealers. WJR, Detroit, promoted a series of binaural broadcasts. WXYZ, Detroit, scheduled special opera nights. WUOM arranged a number of special programs, recorded pick-ups of community events in various towns in the area, and also printed and distributed an FM dial chart. The Detroit "Free Press" ran a full page

feature article on FM. Abbot himself contacted some 45 radio manufacturers and drew up what is probably the only existing comprehensive list of the types of FM sets available to the public. According to one Detroit distributor the sale of FM receivers increased over 90% during May.

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COMMENT: I think dealers are the key people in any such promotion. They are the ones who place the sets--AM or FM--in the hands of the public, and they are the ones who need constant follow-up (Engel)

COMMENT: Good results in Toledo (also tied up with the SE Michigan campaign). Estimate 50,000 FM sets in Toledo. (Lamb)

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"General Session"

23 May --- 2 p.m.

The general session was arranged to study the comments, questions and suggestions arrived at by the individual state sessions in their morning meetings. Sitting on the "panel of experts" were: Burton Paulu, Robert Coleman, Frank Schooley, and Jim Miles. The questions, for the most part, were directed at the panel-eers.

QUESTION: With the mass duplicator at NAEB Headquarters, can you somehow arrange to avoid the long, dead intro? (Ed. note: The duplicator makes dubs "from back to front" to avoid extra handling. On a short program, this results in a long lead of blank tape.)

ANSWER: Unavoidable. Suggest you use fast-forward to find the opening of the program. But by all means, avoid snipping off the lead!

QUESTION: How about an NAEB brochure on "How to Splice Tape?" A lot of bad practices are being used which result in sticky tape, poor joints, etc.

ANSWER: Adequate information on tape splicing on every box of tape. If you won't read that, you won't read a brochure.

QUESTION: About how much is an electronic splicer?

ANSWER: Presto-Seal is around \$60.

QUESTION: Can a wired-wireless pick up, say, the WUOM signal and rebroadcast it?

ANSWER: Sure. But only if you have the permission of the station.

QUESTION: Legally speaking, is a wired wireless broadcast considered to be a "public performance"?

ANSWER: Yes.

COMMENT: The Ohio delegates feel that NAEB should increase its interest and services to the wired-wireless stations. You stand your best chance of recruiting new "active" members from this group if you can help them gain the required status in their institutions.

ANSWER: There are approximately 250 wired-wireless stations in the nation. Compare this with the about 81 education stations. It would require an almost prohibitive amount of effort to serve that group.

QUESTION: What can combined Michigan stations do to help themselves?

ANSWER: Produce special programs which are suitable for regional broadcast, and then establish a central distribution point for these regional programs. However, it is questionable whether the "state" is a proper sort of boundary. Region III

is fundamentally the old "Northwest Territory." You could cooperate on that line with, say, a series of historical programs. Could also established a regional script exchange...possibly, even a regional newsletter. Such a newsletter could cover 10-watters, wired-wireless and others, not just active NAEB members. One advantage of that would be that a lot of information is interesting only within the state or region and might not be of sufficient appeal to get into the NAEB national Newsletter.

QUESTION: How can NAEB help us achieve a more professional status within our own institutions? There is a need to educate top school administrators in regard to the responsibilities needed to conduct broadcasting, to suggest salary levels, etc.

ANSWER: The National University Extension Association and the NAEB recently made a survey, part of which covers salaries and budgets. For example, it will point out what percentage of the institution's operating costs ought to go into broadcasting...salaries of broadcasters, etc. We're beginning to find out that there is greater salary difference between the heads of broadcasting and their employees than there is between broadcasting and other units of the institution.

The results of this survey should be available within a few months.

COMMENT: Feel a national attitude should be adopted on paying faculty participants on radio shows. There is a current dicotomy: in that the teacher on TV gets paid for the same thing he would have to do free on radio.

COMMENT: On that matter of helping achieve a professional status: We had a space inserted in these annual Faculty achievement reports for "Radio Participation." Now if a man goes on the air, he can list the broadcast along with "books written," "articles in professional journals," "learned societies," etc. These reports go right up to the top and give the man a sense of achievement and recognition.

COMMENT: We are gaining considerable status by bringing in a temporary broadcasting staff member from the British Broadcasting Corporation. He'll be paid from a special fund set up for visiting experts, lecturers, etc.

COMMENT: When we launch a new program series, we have an introductory luncheon for the Deans and faculty administrators from the various departments. After lunch, we play for them the premier performance of the series. Shows them that we consider this coming series important, and we hope they will, too. We are also careful to point out that we are not having people do things for us, but that we are the medium through which the faculty members are reaching their public.

COMMENT: NAEB-ers are not all alike in their interests and resources. There should be at least one session in these meetings in which we small stations can assemble and discuss our own problems. Believe the Convention Committee should consider such a meeting for the next convention.

ANSWER: There are differences, true, but there are even more similarities. For example, the public relations problems are the same for a 10-watter or a 5-thousand watter. Not necessarily a matter of "power-output"; however, there may be a logical breakdown according to the "purpose" of the station. Is it for student-training? Education? In-school broadcasts?

23 May --- 8:00 P.M.

QUESTION: Education week is coming up in November. Can we get the NAEB maps in

window-display card size for publicity display at that time?

ANSWER: A new series of NAEB maps will be prepared for distribution by November 1. Each map will include areas of FM and AM coverage, with population data. (Schooley)

ANSWER: Coleman of WKAR is preparing individual maps for individual stations. They will be sent to stations in a couple months for a check on accuracy. (Miles)

QUESTION: Can NAEB provide evaluation forms to measure the impact of programs? A form of evaluation already exists in the "standards" set up for network acceptance of shows, but stations want to know what happens to the programs they submit.

COMMENT: Doesn't Headquarters itself want to know what stations think about programs? The reaction to them? What makes a good radio program? It would help answer that question if we could agree, nationwide, on criteria of a good educational broadcast. Production details should be a part of those criteria.

ANSWER: We should devise an evaluation form for acceptance of programs for the network, use it, and then amend it as conditions warrant.

COMMENT: Headquarters should begin long-term program planning. Programs must be the best education can offer. NAEB should make a survey for finding the best people and the best areas for programming, and then commission the programs to be done. Coleman's research into program--lengths and McKown's suggestions (RE: program evaluation) would be a starting point for a long-term plan. It should be a program planning committee instead of simple acceptance or rejection of some specific series. (Harley)

DISCUSSION: This long range planning is necessary in NAEB's relations with Foundations. Previous grant-in-aid were awarded to the best programs offered at the time. No commissions were made for their production.

QUESTION: Are all tapes available to DAVI? (Department of Audio-Visual Instruction, NEA)

ANSWER: No. DAVI will select about 100 programs and will have dub masters made. State libraries will distribute and handle the problems of clearance. (Miles)

QUESTION: How about clearance of performance rights on recordings used on tape... and subsequently dubbed by an AV center? Who is liable for action with respect to violation of performance rights? (Stegath)

ANSWER: The AV center...unless it has a copyright license...is liable for the reproduction. You aren't. (Harley)

QUESTION: What can NAEB do regarding newspaper publicity for stations?

ANSWER: Can't do too much for you. You've got to sell yourself. (Miles)

COMMENT: Experience with "Youth Forum" showed they received better coverage in small papers. Big papers take only the unusual. Writing know-how is of extreme importance (McMahon)

(Answering question on attitudes of papers toward Wisconsin operation) Where newspapers are affiliated with stations, it's hard to get in. (Engle)
Too often lethargy is responsible for lack of adequate publicity. (Miles)

Program planning---that is, a new series---should include plans for promotion. Organizations often get a story for us. (Paulu)

Local publicity up to local areas. NAEB couldn't do that anyway. Could do more though. Effort should be made to get more general stories out. (Day)

QUESTION: What does the future hold for relationship of Radio and Television?

ANSWER: There is a little fear, based on observations at various meetings, as to radio's future role with TV. Need a reasonable attitude in Radio-TV relationships. We are radio people, and need not be worried.

1. TV is here.
2. It's going to stay.
3. And if TV is to be displaced, it'll be in colored radio! (laughter) It's not TV vs Radio, but TV and Radio...both are here to stay. Why does any conflict arise?

1. Personality clash, different departments and different people.
2. Budget
3. Radio-journalism conflict still around...as example of similar situation.
4. Radio vs. TV in quality field. "Pulse" survey showed educational audience not as much affected by TV.

Prejudice-free attitude is important. We must live together. My thesis: Educators who broadcast...the job is the same in TV as is in Radio. Educators first, broadcasters second. (Paulu)

First REGION III CONFERENCE

Program

The Registration desk will be open at 9:00 A.M. Friday in the lobby of WUOM, 5th floor, Administration Building.

FRIDAY, MAY 22

Morning

10:00 General theme: THE SERVICES OF NAEB.
Audio-Visual Auditorium, 4th floor, Admin. Bldg.

Regional Director's Welcome - Waldo Abbot
NAEB Welcome - Burton Paulu, Vice-President
Introduction of Registrants

Address: "The NAEB and You" - Burton Paulu
Discussion

12:30 Luncheon at the Michigan Union

Afternoon

1:45 General session theme: THIS IS YOUR NAEB.
Audio-Visual Auditorium, 4th floor, Admin. Bldg.

"The Operations of the NAEB Headquarters" and
"The NAEB Tape Network" - Frank Schooley,
Exec. Director and Treasurer
(Questions from the floor)
"The NAEB Newsletter" - Jim Miles, Secretary and Editor
(Questions from the floor)
"The Research Program" - Robert Coleman, Chairman of
Research Committee

4:00 To the Abbot home, 1817 Washtenaw Avenue, for a social get-together.

6:00 Dinner at the Michigan Union
Informal talk - Earl W. Moore, Dean of the School of Music, member of
the Executive Committee on Broadcasting, chairman of the
University Special Committee on Television.

Evening

8:00 - 10:00 Panel Discussion: "What are the Goals of the Educational Station
in the Light of the Institution Which Supports it?" Studio C, 5th floor,
Administration Building.

Kay Lardie, WDTR - Moderator
William Bender, WUOM - Public Relations
J. J. Stillinger, WBOE - Teaching
Paul Rickard, WDET - Institutional Publicity
Audience Participation

SATURDAY, May 23

Morning

- 9:00 Executive Committee meeting (closed).
Room 5512 Administration Bldg.
- 9:00 State Sessions. Each state group will discuss activities within its own state and problems to be presented for answers by the national officers in the afternoon session.

INDIANA - Studio C. John Maier, WWHI.
ILLINOIS & WISCONSIN - Studio D. E. C. Waggoner, WEPS.
MICHIGAN - Room 5507. Paul Rickard, WDET.
OHIO - Observation Room, WUOM. Harry Lamb, WTDS.

- 12:15 Luncheon at the Michigan Union.
Informal report on State FM Promotional Campaign -- Waldo Abbot

Afternoon

- 2:00 General Session: "The \$64 Questions."
Studio C, WUOM
Authorities: Burton Paulu, Frank Schooley, Jim Miles, Waldo Abbot,
Robert Coleman.
- 6:00 Dinner at the Michigan Union.
Informal talk by Everett Soop, President, National University Extension Association; Director, Extension Service, University of Michigan.

SUNDAY, May 24

Morning

- 9:00 A visit to the University of Michigan temporary television studios and view demonstration.
Room 229, Angell Hall
- 10:15 Board busses or drive personal cars to the studios of WWJ-TV, Lafayette Boulevard, Detroit.
- 11:30 Inspect WWJ-TV studios and attend rehearsal of the University of Michigan Television Hour.
- 1:00 Observe telecast of University of Michigan Television Hour.
- 2:30 Dinner at Fort Shelby Hotel (one block from studio).
University of Michigan Television staff will be available for questioning.

ATTENDANCE LIST, REGION III CONFERENCE

ACTIVE MEMBERS

ILLINOIS

E. C. Waggoner	Station WEPS	Board of Education, Elgin
Frank E. Schooley	Station WILL	

INDIANA

George C. Johnson	Station WFIU	University of Indiana
Harold T. Ross	Station WGRE	DePauw University, Greencastle
M. McCabe Day	Station WVSH	Schools, Huntington
John Henderson	Station WBAA	Purdue University, Lafayette
John Maier	Station WWHI	Wilson H.S., Muncie
Vernon McKown	Station WNAS	Schools, New Albany
J. J. Rucker	Station WYSN	Schools, New Castle

MICHIGAN

Waldo Abbot	Station WUOM	University of Michigan
Lee S. Dreyfus	Station WDET	Wayne University
Kay Lardie	Station WDTR	Schools, Detroit
Robert Coleman	Station WKAR	Michigan State College
Helen E. Brown	Station WFBE	Schools, Flint
Wallace Garneau	Station WMCR	Western Michigan College, Kalamazoo

OHIO

J. Daniel Logan	Station WOUJ	Ohio University, Athens
Sidney Stone	Station WBGU	Bowling Green University
J. J. Stillinger	Station WBOE	Bd. of Education, Cleveland
W. H. Ewing	Station WOSU	Ohio State University
W. A. Milne	Station WSLN	Ohio Wesleyan, Delaware
Walton Clarke	Station WKSU	Kent State University, Kent
Stephen Hathaway	Station WMUB	Miami University, Oxford
Harry D. Lamb	Station WTDS	Schools, Toledo

WISCONSIN

Harold Engel	Station WHA	University of Wisconsin
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ASSOCIATES

ILLINOIS

Stewart S. Howe	Chicago	Illinois Institute of Technology
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MICHIGAN

Joseph E. Maddy	Ann Arbor	National Music Camp
Esther Rupright	Battle Creek	Public Schools
Kari Natalie Franck	Muskegon	Public Schools

OHIO

William H. Ramsey	Columbus	Institute for Education by Radio-Television
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WISCONSIN

R. E. Dierbeck	Milwaukee	Milwaukee Public Museum
Gertie L. Hanson	Stevens Point	Wisconsin State College

NAEB OFFICIAL REPRESENTATIVES

Burton Paulu	Vice President
Jim Miles	Secretary
Frank E. Schooley	Treasurer
Waldo Abbot	Region III--Director

GUESTS

Kendall Bedient	Albion College
William Bender, Jr.	University of Michigan, WUCM
Glen Bishop	Western Michigan College of Education
Carl Bovee	Battle Creek Public Schools
Helen Brown	Flint Public Schools
E. G. Burrows	University of Michigan, WUCM
John Cambus	Wayne University
Edwin Carmony	Public Schools, Gary, Indiana
Bob Downey	Michigan State College
Sara Ensor	Flint Public Schools
Bernard Ferneau	Western Michigan College of Education
Jim Finucan	Michigan State College
L. S. Fishhaut	Michigan State College, TV
Larry Frymire	Michigan State College, TV
Betty Fuller	Flint Public Schools
William Harley	University of Wisconsin, WHA
Fred Harrington	Flint Public Schools
Dorothy Kellogg	Toledo Board of Education
Robert Kidder	Wayne University
Dave Kushler	Michigan State College
Doris La Laver	Albion College
Jack McBride	Wayne University
Bob McMahon	Purdue University
Earl V. Moore	Dean of the School of Music, University of Michigan
Meil Mehler	Illinois Institute of Technology
Carl Moody	WDTR, Board of Education, Detroit
Robert Newman	University of Michigan, TV
Norman Michie	University of Wisconsin
Harold Niven	Michigan State College, TV
Ned. L. Reglein	Indiana University, Bloomington
Frances Reitz	University of Michigan, TV
Paul Rickard	WDET, Wayne University, Detroit
Hazen Schumacher	University of Michigan, TV
Bill Stegath	University of Michigan, WUCM
Marjorie Stevens	WDTR, Board of Education, Detroit
Everett Soop	Director of Extension, University of Michigan
C. Tetterer	Michigan State College, TV
Jim Tintera	Michigan State College, TV
Elizabeth Turnell	DePauw University, Greencastle, Ind.

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."



A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

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WISCONSIN
HISTORICAL
SOCIETY



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